DOCUMENT RESUME

ED 338 084 FL 019 810

AUTHOR	Brower, Lynne
TITLE	Beginning English: An Instructional Guide for ESL Teachers.
INSTITUTION	Los Angeles Mission Coll., Sylmar, CA.
PUB DATE	90
NOTE	356p.; For resource materials, see FL 019 811.
AVAILABLE FROM	Los Angeles Mission College, Office of Academic Affairs, 13356 Eldridge Ave., Sylmar, CA 91342-3244 ($21.60).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Adult Literacy; Citizenship Education; Civics; Community Colleges; Consumer Education; *Curriculum; Employment Opportunities; *English (Second Language); Health Education; Housing; Language Tests; Money Management; *North American Culture; *Second Language Instruction; *Teaching Guides; Transportation; Two Year Colleges
IDENTIFIERS	Exit Examinations

ABSTRACT

An instructional guide for English as a Second Language (ESL) teachers is presented in this volume. The 18-week program contains the following modules, each of which includes sections on civics and structure: human relations; general information; housing; consumer education (money, banking, and shopping modules); occupations; health (two modules covering body parts, hygiene, illness, medicine, first aid, medications, immunization, insurance, and nutrition); transportation (two modules on public and private transportation, drivers license, insurance, safety, directions, traffic and parking); telephone; community resources; general education and civics (four modules covering Thanksgiving, George Washington's Birthday, Independence Day, Abraham Lincoln's birthday, Martin Luther King, Jr.'s birthday, Memorial Day, and Veterans Day). Oral exit exams are included with most modules, and lesson and subject indexes are provided. (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

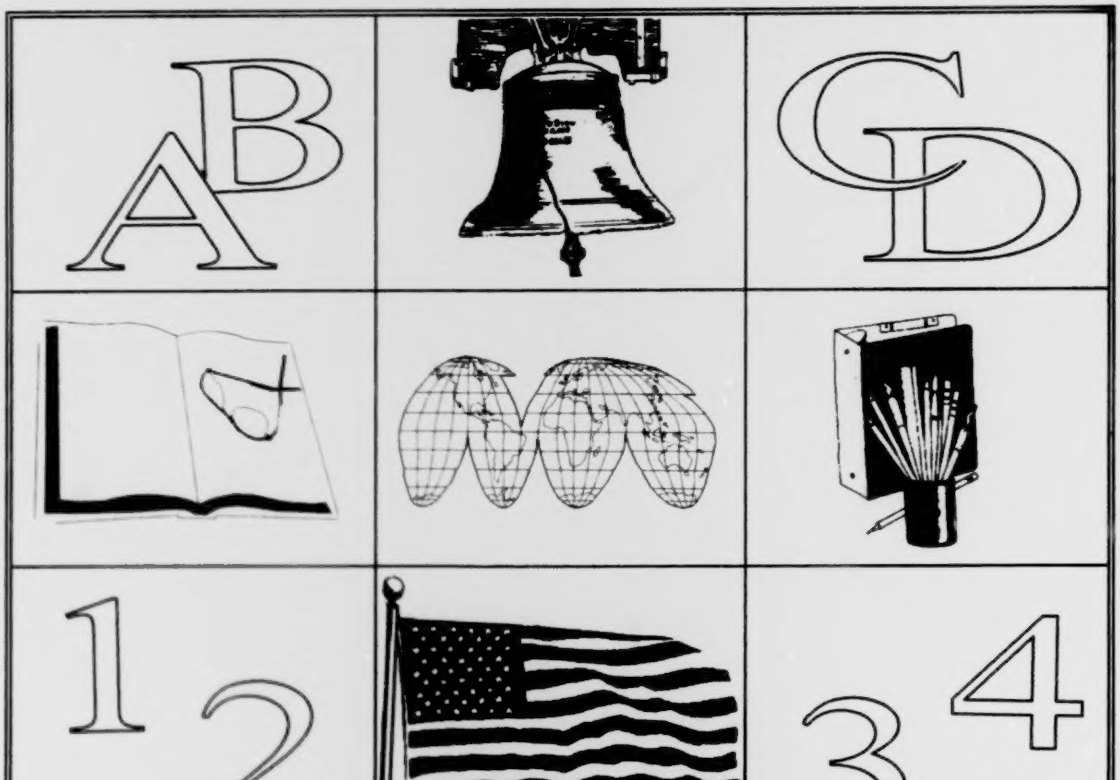
"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Brower, Lynne
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED338084

FL019810

BEGINNING ENGLISH

An Instructional Guide for ESL Teachers



Los Angeles Mission College
Office of Academic Affairs

BEST COPY AVAILABLE

BEGINNING ENGLISH
INSTRUCTIONAL GUIDE

WRITTEN BY

LYNNE BROWER
LOS ANGELES MISSION COLLEGE

COLLEGE ADMINISTRATION

DR. JACK FUJIMOTO
PRESIDENT

ANATOL MAZOR
VICE PRESIDENT OF ACADEMIC AFFAIRS

VICTORIA M. RICHART
DEAN OF ACADEMIC AFFAIRS

ENRIQUE B. GONZALEZ
DIRECTOR OF AMNESTY AND CONTINUING EDUCATION

This document was published by the Office of Academic Affairs

LOS ANGELES COMMUNITY COLLEGE DISTRICT

1990-1991 ACADEMIC YEAR

BOARD OF TRUSTEES

DR. DAVID LOPEZ-LEE, PRESIDENT
JULIA LI WU, VICE PRESIDENT
LINDSAY CONNER
ALTHEA BAKER
HAROLD W. GARVIN
WALLACE P. KNOX
PATRICK F. OWENS
JOE NICOLAS RUDYNSKI, STUDENT MEMBER

DISTRICT ADMINISTRATION

DR. DONALD G. PHELPS, CHANCELLOR
IRVING WEINSTEIN, VICE CHANCELLOR
DR. ROBERT STANDEN, VICE CHANCELLOR, HUMAN RESOURCE
NEIL YONEJI, VICE CHANCELLOR, BUSINESS SERVICES
MARTHA TORGOW, GENERAL COUNSEL

EQUAL OPPORTUNITY POLICY

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT IS COMMITTED TO A PHILOSOPHY OF EQUAL OPPORTUNITY/EQUAL ACCESS IN ALL ITS EMPLOYMENT, EDUCATIONAL PROGRAMS AND SERVICES. THUS, WE ARE FIRMLY COMMITTED TO A POLICY OF NONDISCRIMINATION ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN ANCESTRY, RELIGION, CREED, SEX, AGE, HANDICAP, MARITAL STATUS, SEXUAL ORIENTATION, AND VETERAN STATUS IN OUR EMPLOYMENT OR EDUCATIONAL PROGRAMS AND ACTIVITIES.

IN ORDER TO ENSURE THE PROPER HANDLING OF ALL CIVIL RIGHTS MATTERS, EACH COLLEGE IN THE DISTRICT HAS A DESIGNATED AFFIRMATIVE ACTION OFFICER; TITLE IX/SEX-EQUITY COORDINATOR; SECTION 504/COORDINATOR OF HANDICAP PROGRAMS; AND AN OMBUDSPERSON. INQUIRIES MAY BE DIRECTED TO THE COLLEGE AFFIRMATIVE ACTION OFFICER, OR TO THE DISTRICT OFFICE OF AFFIRMATIVE ACTION PROGRAMS AND SERVICES, (213)628-7728, EXTENSION 2315.

Adult education should have as one of its main tasks to invite people to believe in themselves. It should invite people to believe that they have knowledge.

— **PAULO FREIRE**

ACKNOWLEDGMENTS

In an undertaking such as this, there are many persons to thank.

Thanks go to Dr. Jack Fujimoto, Los Angeles Mission College President, for his continuing support of special programs such as Amnesty.

I am grateful to Enrique Gonzales, Director of Amnesty and Continuing Education, who has realized the need for a project such as this; to Edgardo Zayas, GAIN Program Director, for sharing with me his teaching expertise; to the ESL students who so enthusiastically and willingly embrace new ideas so that they may learn English.

In developing the resource manual, many thanks go to Cynthia Del Guidice for her engaging artwork, including all the drawings for Weeks/Modules Three, Seven and Eight; the Food drawings for Week/Module Five; the Store Merchandise drawings for Week/Module Six; and the General First Aid and Emergency drawings for Week/Module Nine.

I wish to acknowledge Jennie Izumi for typing the original manuscript. My thanks go to Araceli Garcia for the many hours she spent transforming the manuscript into printed copy; to Diane Paley for her valuable advice regarding the art; to Judi Andersen and Terri Roes for their help with the covers.

A loving thanks go to my family. They invariably support my endeavors. Howard's concrete suggestions and invaluable assistance with both the Instructional Guide and Resource Material has helped clarify my ideas. Also, my thanks go to Neil for his drawing *Rooms in My House*.

Finally, very special thanks and appreciation go to Victoria Munoz Richart, Dean of Academic Affairs. It was she who made possible this book. Her consistent support, encouragement, expert advise, and editing skills enabled me to continue on with the project. She has been a source of inspiration to me throughout my years at Mission College.

L.B.

TABLE OF CONTENTS

ACKNOWLEDGMENTS iv

INTRODUCTION xiv

Lessons

WEEK/MODULE ONE

HUMAN RELATIONS

1 Introductions 2

2 Family Relationships 5
3 Personal Information 9
4 Compliments, Congratulations, Thanking 11
5 Basic Emotions and Physical Descriptions 13

CIVICS

6 Country of Origin and Nationality Words 18
7 Map: Country, State and City 21
8 Filling out Government Forms 23

STRUCTURE

9 Forms of TO BE 25
10 Subject Pronouns: HE, WE, THEY 27

ORAL EXIT EXAM 29

WEEK/MODULE TWO

GENERAL INFORMATION

1 Alphabet 31

2 Numbers 34
3 Colors 38
4 Days of the Week and Months 41
5 Weather and Temperature 44

CIVICS
6 The Flag 47

STRUCTURE
7 Question Words with BE: IS HE/ ARE THEY? 49
8 Demonstratives 51
9 Question Words: WHEN? WHAT? 55

ORAL EXIT EXAM 57

WEEK/MODULE THREE

HOUSING
1 Rooms in the House 59
2 Household Appliances 62
3 Renting and Owning 64
4 Classified Ads for Housing 66
5 Household Repairs 69

CIVICS
6 Immigration and Naturalization 72

STRUCTURE
7 Demonstrative 75
8 Prepositions 77
9 Comparatives 80

ORAL EXIT EXAM 83

WEEK/MODULE FOUR

CONSUMER EDUCATION

1 Units of Money 85

CIVICS

2 Important U.S. Figures on Money 87
3 U.S. and Foreign Leaders 89

STRUCTURE

4 The Simple Past Tense 91
5 Possessives 96

ORAL EXIT EXAM 100

WEEK/MODULE FIVE

CONSUMER EDUCATION

1 Banking-Savings Account 102
2 Banking-Checking Account 104
3 Sales, Cash, and Credit 106

CIVICS

4 George Washington and the Colonial Period 109

STRUCTURE

5 Use of DID 112
6 Stative Verbs 114
7 Polite Requests 117

ORAL EXIT EXAM 119

WEEK/MODULE SIX

CONSUMER EDUCATION

1 Shopping for Clothing 121
2 Shopping at a Department Store 124
3 Shopping for Food 127
4 Returns, Exchanges and Complaints 132

CIVICS

5 The Declaration of Independence 134
6 Introduction of the Constitution 137

STRUCTURE

7 Count and Non-Count Nouns 141
8 DO YOU HAVE? 144
9 Indefinite Articles: AN/A 146

ORAL EXIT EXAM 148

WEEK/MODULE SEVEN

OCCUPATIONS

1 Occupations 151
2 Job Resources, the Application and Interview 156
3 Time Cards 159
4 Payroll checks; Dealing with Employers 161
5 Social Security 164

CIVICS

6 Thomas Jefferson and the Constitution 166

STRUCTURE

7 Present Tense Negative Statements 168

ORAL EXIT EXAM 171

WEEK/MODULE EIGHT

HEALTH

1 Body Parts 174
2 Basic Hygiene 178

CIVICS

3 The Executive Branch 181

STRUCTURE

4 Possessive Pronouns/ Adjectives 185

ORAL EXIT EXAM 187

WEEK/MODULE NINE

HEALTH

1 Symptoms and Illnesses 190
2 Medicine Labels 194
3 General First Aid and Emergency Procedures 196

CIVICS

4 The Judicial System 200

STRUCTURE

5 VERY, TOO, ENOUGH 202

ORAL EXIT EXAM 205

WEEK/MODULE TEN

HEALTH

1 Prescriptions Versus Non-Prescription Drugs 207

2 Medicine Specialists 211
3 Appointments 214
4 Immunization 217
5 Insurance 220
6 Medicare/Medi-Cal 222
7 Nutrition 224

CIVICS
8 Legislative Branch 227

STRUCTURE
9 BEFORE/UNTIL/AFTER 229
10 HAVE TO...; OUGHT TO...; SHOULD 231

ORAL EXIT EXAM 233

WEEK/MODULE ELEVEN

TRANSPORTATION
1 Public Transportation 235
2 Private Transportation 239
3 Drivers License 241
4 Insurance 242
5 Safety 244

CIVICS
6 Interrelations of the Branches 246

STRUCTURE
7 Idioms: GO 248
8 Prepositions 250

ORAL EXIT EXAM 252

WEEK/MODULE TWELVE

TRANSPORTATION

1 Directions 254
2 Traffic/Parking 258

CIVICS

3 Citizenship Requirements 263

STRUCTURE

4 Negative Imperative: DON'T: Question word: WHERE? 265
5 Expletives: THERE IS/ARE 267

ORAL EXIT EXAM 270

WEEK/MODULE THIRTEEN

THE TELEPHONE

1 The Telephone, Directory, Information, and Long Distance 272

CIVICS

2 Citizenship Requirements, Interview and Test 275

STRUCTURE

3 Requests/Comparatives 277
4 Prepositions with Time Structure 282
5 WOULD LIKE 284

ORAL EXIT EXAM 286

WEEK/MODULE FOURTEEN

COMMUNITY RESOURCES

1 The Post Office 288
2 The Employment Office 291
3 Tourist Information Centers 293

CIVICS

4 Citizenship Requirements 295

STRUCTURE

5 WOULD LIKE; ONE OF/NONE OF 297
6 Abbreviations 299

ORAL EXIT EXAM 301

WEEK/MODULE FIFTEEN

GENERAL EDUCATION AND CIVICS

1 Thanksgiving 303

STRUCTURE

2 TELL, TALK 306
3 Why with DO 309

ORAL EXIT EXAM 311

WEEK/MODULE SIXTEEN

GENERAL EDUCATION AND CIVICS

1 Washington's Birthday and Independence Day 313

STRUCTURE
2 SAY; SPEAK 315
3 WHY with BE 317

ORAL EXIT EXAM 319

WEEK/MODULE SEVENTEEN

GENERAL EDUCATION AND CIVICS
1 Lincoln and King 321

2 STRUCTURE
Review of weeks 1-8 324

WEEK/MODULE EIGHTEEN

GENERAL EDUCATION AND CIVICS
1 Memorial Day and Veterans Day 329

2 STRUCTURE
Review of weeks 9-16 331

LESSON INDEX 334

SUBJECT INDEX 336

INTRODUCTION

The development of a successful beginning level ESL (English as a Second Language) classroom for adults is a dynamic process maturing both quantitatively and qualitatively: The instructor modifies and creates lessons, handouts and visuals according to the language ability of his or her class. Lessons move from prespeech and early speech activities toward speech communication. The classroom atmosphere is dynamic and positive. Students take an active role in the learning process. Lessons incorporate physical activity, humor and self-esteem building tasks into the prescribed curriculum. The focus is on communication in a low-anxiety environment. The instructor is especially sensitive to those students who have not had the opportunity to participate in educational activities in their country of origin. As the instructor modifies and develops his or her lessons, a warm learning environment can develop, one that eliminates pressure on the ESL student and increases the possibilities for success.

Research indicates that affective second language acquisition occurs when listening comprehension precedes oral and written communication (Krashen, Terrell, et al) and students communicate in real situations with minimal use of textbooks and written assignments. This is particularly relevant in the very early stages of acquisition. As a result, teachers are left with the difficult task of providing beginning students with creative lessons, visual aids and handouts; therefore, the purpose of *Beginning English* is to furnish instructors with specific techniques; i.e., lesson plans, for teaching listening comprehension and oral communication to 0-level students.

Beginning English correlates with the Los Angeles Mission College entry level ESL course outline for open-entry/open-exit students. The book contains 18 weeks (modules) of 147 lessons. Each module consists of: General Education, Civics, and Structure. An oral exit exam or review of grammatical structure concludes each module. The lessons include teaching methodology and instructional materials, such as objectives, textbook references, procedures and follow-up activities. Handouts and visual aids are provided in the Resource Materials manual accompanying this book.

MODULE ORGANIZATION

Each topic or activity from the course outline has been included. In some cases, several topics have been combined into one lesson. Due to the complexity of the course content, each lesson generally focuses on one or two subjects. Before exiting a module, students should be able to demonstrate their ability to understand the topics by asking simple questions and orally producing simple statements.

The modular approach to teaching ESL lends itself to an open- entry/open-exit program: Items are grouped according to topics, and the information learned in one module is not necessarily dependent upon another; modules includes:

GENERAL EDUCATION

General Education contains a broad area of topics in which real communication is the basis for class activities. Topics such as Consumer Education, Housing, Health, and Transportation enable students to use English in a variety of real life situations. Since there is less material devoted to general education for Weeks/Modules Fifteen through Eighteen, that time can be utilized for catch-up and review.

CIVICS
This section includes topics that enable students to obtain information pertaining to the citizenship procedure, test and interview.

STRUCTURE
Whenever possible grammatical structure relates to General Information or Civics. For example, the structure WOULD LIKE, as in *Maria would like to be a teacher*, relates to the *Occupations* lesson for Week/Module Seven.

ORAL EXIT EXAM
The intent of the oral exit exam is for students to demonstrate increased listening comprehension, speaking and problem solving proficiency in life skills, civics and grammatical structure. The successful completion of a module indicates that students are ready for the next module.

LESSONS

Lessons can be planned with the thought of a field trip in mind. This is certainly useful for lessons that require making requests, asking for directions or learning about community resources and consumer education. Guest speakers from community agencies offer an additional source for enrichment activities. Each lesson includes the following components:

OBJECTIVES
The topics in the course content are included in its entirety. However, several items are listed under Objectives rather than presented as a separate lesson. For example, *Job Resources* is included as an objective under *Occupations and Professions*.

VISUAL AIDS
Transparencies, pictures, and realia assist students in understanding the lessons. The use of gestures, mime and TPR (Total Physical Response) further support the learning process. Visual aids are found in the resource manual. Additional pictures and posters can be purchased at educational supply stores.

HANDOUTS
Handouts serve to reinforce the concepts taught, enrich a student's understanding of the lesson, and test his or her problem solving abilities. For example, the handout "Traffic Signs" (Week/Module Twelve) increases the students' awareness of the Transportation module. Transparencies can be reproduced from the handouts found in the resource manual.

TEXTBOOK
Whenever possible lessons have been correlated with A NEW START STUDENT BOOK. Unless otherwise specified, refer to A NEW START TEACHER'S BOOK for lesson plans. Students can complete all or part of the assignments depending on their language level.

PARTICIPATION
Lessons include individual, paired and group work, and generally move from large group to paired or small group activities. Because acquisition occurs in a low-anxiety environment, allow students the option of "passing" rather than insisting they respond to a question. According to Terrell (1977), "The important point for beginners is that they not be required to produce utterances in the target language until they feel comfortable with comprehension."

APPROXIMATE TIME
Each weekly module is designed to accommodate approximately a nine to twelve hour instructional period,

depending on the language level of your class.

METHOD OF INSTRUCTION

Since listening comprehension precedes verbal communication, the primary methods of instruction for beginning level students are oral (guided discussions and demonstrations) and visual (pictures and realia). Most written instructional material is reserved for later lessons.

PROCEDURES

Interventions to maximize beginning language acquisition include:

1. Introducing the topic through the use of visuals that compel attention and spark interest.
2. Presenting, practicing and reviewing the vocabulary at the beginning of each lesson.
3. Using visuals, mime and/or realia to demonstrate the targeted lesson.
4. Progressively checking for comprehension, from one and two word responses to short phrases and complete sentences.
5. Modeling the lesson, then selecting several students to demonstrate the procedures.
6. Insuring comprehension through cooperative learning; i.e., small group, pairwork and individual follow-up.

DIALOG

Repetitive dialog is presented to facilitates the students' utterances of the language.

FOLLOW-UP

The follow-up section includes handouts intended to reinforce the concepts learned in the procedural section. The use of some or all of the follow-up material is dependent on the language level of the class.

The ideas suggested here are intended as a guide for the instructor. The program becomes personalized as all or part of the model lessons are adapted to the core curriculum, language level of the class, number of weekly instructional hours and individual teaching styles. Then the students' choice to learn is facilitated thereby increasing the likelihood for language acquisition.

WEEK/MODULE ONE

Lessons in this module:

HUMAN RELATIONS

1 Introductions
2 Family Relationships
3 Personal Information
4 Compliments, Congratulations, Thanking
5 Basic Emotions and Physical Descriptions

CIVICS

6 Country of Origin and Nationality Words
7 Map: Country, State and City
8 Filling out Government Forms

STRUCTURE

9 Forms of TO BE
10 Subject Pronouns: HE, WE, THEY

ORAL EXIT EXAM

Lesson 1: Introductions

Objectives:
- ▪To allow students the opportunity to meet one another
- ▪To understand the rules of American etiquette for introducing individuals
- ▪To teach students to give their names and initiate greetings and introductions

Visuals: None

Handout: None

Text: A New Start, Pages 1 and 2

Participation: Whole-group/Pair/Individual

Approximate Time: 1 1/2 hours

Method of Instruction: Oral

	PROCEDURE	**DIALOG**
1.	Introduce yourself to the class...	"Hello, I'm Jerry Smith."
	Repeat...	"Hello, I'm Jerry Smith."
	Approach a student, extend your hand and state...	"Hello, I'm Jerry Smith."
	Repeat with approximately five students...	"Hello, I'm Jerry Smith. What's your name?"
2.	Ask a volunteer to stand in front of the class. While shaking hands with the student, state...	"Hello, I'm Jerry Smith."

	PROCEDURE	DIALOG
	Switch places, mime shaking hands, and ask the student to say with you...	"Pleased to meet you."
	Repeat with...	"I'm happy to meet you."
	Ask the student to please sit down, and approach approximately five more students...	"Hello, I'm Jerry Smith."
	They must respond with...	"Pleased to meet you." or "I'm happy to meet you."
3.	Ask the class to introduce themselves to the students on their right and left...	"Hello, I'm Maria Gonzalez."
4.	Approach a student and say...	"Hello, I'm Jerry Smith."
	The student responds with...	"I'm happy (or pleased) to meet you"
	Say...	"How are you?"
	Stand behind the student and say with him or her...	"Fine, thanks."
	Repeat procedure #4 with several individuals, and then the whole group. Allow students to practice in pairs until comprehension is insured.	
5.	While pointing and gesturing, ask for two volunteers to to stand in front of the class. Explain that these two students do not know one another, and the teacher must introduce them.	

PROCEDURE	DIALOG
Demonstrate by introducing the volunteers...	"Maria Sanchez, this is Alfredo Falcon."
If they are male and female, the male responds first...	"I'm happy (or pleased) to meet you."
The female responds...	"How are you?"
The male concludes with...	"Fine, thanks."
Call for two more volunteers, then a third and fourth pair.	
Retain one volunteer from the fourth pair and have him or her do the introduction only.	
Repeat until all individuals in class have been introduced.*	

Follow-up

1. A New Start, *Saying Hello*, page 1 and *Introductions*, page 2.
2. Request that students bring a photograph of their family or individual photos of family members to the following class.

---

*In open/entry, open/exit classes, this approach is very effective because every time a new student enters, a volunteer can be chosen to introduce the student to each classmate.

Lesson 2: Family Relationship

Objectives:
- To introduce the concept of family relationships
- To teach proper names and family relationship words
- To relate familiar persons to the classroom setting

Visuals: Photograph(s) of family members (see Lesson 1 follow-up #2)
Paper and crayons

Handout: None

Text: A New Start, Pages 130 and 131

Participation: Whole group/Individual

Approximate Time: 1 1/2 Hours

Method of Instruction: Oral

	PROCEDURE	DIALOG
1.	At the top left of the chalkboard, draw a simple picture of an elderly man (a stick figure will do).	
	Point to the drawing while pantomiming an older person...	"He is a grandfather."
	Draw an elderly woman next to the man. Point to the drawing while pantomiming an older person...	"She is a grandmother."
	Class repeats...	"She is a grandmother."
	Pass out paper and crayon.	

	PROCEDURE	DIALOG
	Direct students to draw a grandfather and grandmother at the top left of their paper.	
	Draw another set of grandparents at the top right of the chalkboard, and repeat procedure #1.	
	On the second line, draw a man below one set of grandparents and a woman below the second set of grandparents.	
	Point to the man and woman while saying...	"He is a father. She is a mother."
	Students draw a father and mother below the appropriate grandparents.	
	On the third line, draw a boy and a girl. Say...	"He is a son. She is a daughter."
	Class repeats...	"He is a son. She is a daughter."
	Students draw a son and daughter below the father and mother.	
2.	Ask for a volunteer to come to the front of the class with his or her drawing.	

	PROCEDURE	DIALOG
	The student holds the drawing while the teacher states...	"This is a grandfather."
	Continue until all family members are named.	
	Switch places. Have the volunteer state...	"This is a grandfather. This is a grandmother..."
	Repeat with several more volunteers.	
3.	Ask the class to raise their hands if they are a grandmother, grandfather, mother, father, brother or sister.	
	Approach several students and ask...	"Do you have a son? Do you have a daughter? Are you a grandmother?"
4.	Ask the class to take out the photographs of their family or individual photos of family members	
	Hold up the photograph of your family members and point to the individuals while identifying them; for example...	"This is my father. His name is Sam. This is my mother. Her name is Mary. This is my sister. Her name is Alice."

	PROCEDURE	DIALOG
3.	Ask for a volunteer to show his or her photograph to the class while introducing the family members...	"This is my wife. Her name is Delfina. This is my son. His name is Alfredo."
4.	Each student presents and describes their photo to the class.	

Follow-up

1. A New Start, *Family*, page 130. Point to the chalkboard drawings of the father and mother, and explain that they are also husband and wife. If there is a married couple in class, use them as an example of a husband and wife.

   Point to the son and daughter, and explain that they are also brother and sister.

   Point to the grandfather and grandmother, then to the son and daughter. Explain the grandchildren's relationship to the grandparents.

2. Continue with *Family*, page 131.

3. Request that students bring their driver license or I.D. to the following class.

Lesson 3: Personal Information

Objectives: ▪To teach students how to provide information about themselves
▪To teach students the vocabulary used in identifying themselves

Visual: 1-1 Driver License

Handout: None

Text: A New Start, Pages 3, 15 and 70

Participation: Whole group/Individual

Approximate Time: 1 to 1 1/2 hours

Method of Instruction: Oral/Visual

PROCEDURE	DIALOG
1. Request that students look at their driver licenses or identification cards.	
Display the "Driver License" visual.	
Use pantomime and gesturing whenever possible to identify and explain the parts...	"This is David Brown. He's 5' 8" tall and weighs 140 pounds..."
Students identify the parts while they point to the appropriate areas on their driver license. After completing the identification, review the parts of the license.	

PROCEDURE	DIALOG
Using the visual, ask for a volunteer to identify the parts.	
Complete the identifications with several more volunteers.	
To ensure comprehension, walk around the classroom and ask students to point to parts of their driver license or I.D...	"Point to your name. Point to your address. Point to your weight..."
2. Collect all the licenses and I.D.'s. Chose one at random.*	
Identify the card by name. Ask various questions to the student whose card you have chosen...	"What is your height?" What is your weight? What is the color of your eyes."
Check for comprehension.	

Follow-up

A New Start:

1. Students open their book to *Names*, page 3, and write their first, middle and last name on a copy of page 3 or on a separate sheet of paper.
2. *Giving Personal Information*, page 15.
3. *Filling in a Form*, page 70.

---

*Please inform the students that they do not have to tell the class their address. It is confidential. The instructor may write a false address on the chalkboard which can be used by students wishing to keep their address (or any other information) confidential.

Lesson 4: Compliments, Congratulations, Thanking

Objectives:
- To develop listening skills
- To introduce students to giving and receiving compliments
- To teach students proper acknowledgments
- To teach students how to express sympathy
- To introduce students to cultural similarities and differences

Visuals: Cards:

1-2 Birthday
1-2 Mother's Day
1-2 Get Well

Pictures:

1-3 Birthday
1-3 Mother's Day
1-3 Get Well

Handout: Paper and crayons or felt tip markers

Text: None

Participation: Whole group/Individual

Approximate Time: 1 to a 1 1/2 Hour

Method of Instruction: Oral/Visual

PROCEDURE	DIALOG
1. Display the greeting cards, and use the corresponding pictures to explain the meaning of each card. Explain that in the United States greeting cards are a popular way of celebrating occasions such as birthdays.	

PROCEDURE	DIALOG
Display the birthday card once again, point to the words, and say...	"Happy Birthday."
Class repeats...	"Happy Birthday."
2. Teach the song *Happy Birthday to You*.	
Have the class sing the song and a volunteer acknowledge the honor. If any of the students have a birthday that day or week, you can have them act as the recipient.	
Stand behind and to the side of the student and guide him or her through the acknowledgment...	"Thank you very much."
3. Orally review and instruct students on the following acknowledgments:	

Occasion	Salutation	Response
Birthday	Congratulations	Thank you
Mother's Day	Congratulations	Thank you
Get Well	Sympathy	Thank you

Follow-up

Activity:

1. Pass out paper. Students fold the paper to make a card. They must decide what type of card to make. Suggest that they choose an occasion that applies to their lives; e.g., a child's birthday that may be approaching.
2. Write simple vocabulary words and phrases on the chalkboard that relate to the various occasions such as "Happy Birthday to you!" Explain the phrases and have the class make the cards.

Lesson 5: Basic Emotions and Physical Descriptions

Objectives:
- To teach students vocabulary related to basic emotions and physical descriptions
- To determine similarities and differences between people
- To introduce pronouns

Visuals: Seven Drawings: Basic Emotions
1-4 Hungry
1-4 Sad
1-4 Tired
1-4 Happy
1-4 Angry
1-4 Nervous
1-4 Thirsty

Handout: 1-5 Matching Emotions

Text: None

Participation: Whole group/Pair/Individual

Approximate Time: 1 1/2 hours

Method of Instruction: Oral/Visual/Written

PROCEDURE	DIALOG
Part 1: Emotions	
1. Present the "Basic Emotions" visuals: Ask about each picture; for example, look sad while showing the sad person. Give him or her a name, and ask...	"How does Robert feel? Is he happy or sad?"

	PROCEDURE	DIALOG
	A few students may know, if not, say...	"Robert is sad."
	Class responds...	"Robert is sad."
	While pointing to the picture, ask...	"Maria, how does Robert feel?"
	The student should respond...	"Robert is sad."
	Repeat with several more students at random.	
2.	Proceed to the next four pictures, and follow procedure #1.	
	On the fifth picture, introduce pronouns, ask...	"How does Raymond feel?"
	Wait for a response and acknowledge...	"Yes, Raymond is angry."
	Pointing to the same picture, ask a student...	"How is he?"
	The student responds with...	"He's angry."
	Continue to introduce pronouns for the remaining pictures.	
3.	From the visual "Basic Emotion" place a picture of the happy person above your head; ask the class...	"How am I?"

PROCEDURE	DIALOG
Be sure the class responds with...	"You're happy."
Place a picture over the head of a student...	"Juan, how is he?"
A student responds with...	"He is thirsty, tired..."
Move a picture over the head of two students and ask the class...	"How are they?"
Students responds with...	"They are hungry, nervous..."
Repeat several more times, then select a student to ask his or her classmates questions...	"How is she?"
Have three students hold up three different pictures, one a picture of someone sad. Ask a volunteer...	"Juan, show the class the person who feels sad."
Continue with different sets of volunteers and pictures.	
Part 2: Physical Descriptions	
1. Ask for a volunteer to stand in front of the class. Describe the person using mime, gestures and pointing...	"Manuel is tall."
Repeat and continue...	"Manuel is tall. Manuel is thin."

PROCEDURE	DIALOG
Continue...	"Manuel is tall and thin, and Manuel has a mustache."
Then with...	"Manuel is tall and thin. He has a mustache and black hair."
Review the physical description of the individual, and have students repeat them after you.	
Using one word responses, ask questions to check for comprehension...	"Is Manuel short? Is he thin? Does he have a mustache? Is his hair black or brown?"
Follow the above procedure with several more volunteers.	
2. Have the students circulate around the classroom for approximately five minutes. They must observe one another, mentally noting what their classmates look like.	
Direct the class to be seated. Then elicit physical descriptions from the students. Summarize the information on the chalkboard...	"Manuel is tall. Maria has brown eyes..."

	PROCEDURE	DIALOG
3.	Move two chairs to the front of the classroom. Place them back to back.	
	Choose two volunteers to observe one another. Then have the students sit in the chairs.	
	Explain that without looking they must describe one another...	"Sylvia has black hair. Maria is short..."
	Choose two more volunteers, and continue until all students have had a turn.	

Follow-up

1. Present, practice and complete the "Matching Emotions" handout; correct in class.

2. Pair students and have the class do procedure #3 simultaneously. After several minutes, rotate the students and repeat the procedure.

Lesson 6: Country of Origin and Nationality Words

Objectives:
- To introduce vocabulary related to nationalities and countries of origin
- To identify countries in the world
- To appreciate cultural similarities and differences
- To introduce the contraction I'M
- To understand the difference between I'M and WE'RE
- To show how the copula verb can be used in real life situations

Visual: Class-size World Map

Handout: 1-6 International Flags

Text: None

Participation: Whole-group/Small-group/Individual

Approximate Time: 1/2 to 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Begin class by taking role, requesting each student to respond with...	"I'm here."
	Tell students where you or one of your parents are from. Locate the country on the map...	"My mother is from Italy. She's Italian."
	Write on the chalkboard the name of the country...	"Italy"
	Write the nationality across from the country.	

PROCEDURE	DIALOG
While pointing, have students repeat the nationality...	"Italian"
Determine the nationality of a student, writing the country and nationality on the chalkboard....	"Mexico, Mexican"
Ask another student what his or her ethnicity is. Announce to the class...	"Luz is Mexican."
The student responds with.	"I'm Mexican."
Continue around the room. Students respond with their nationality...	"I'm Argentinian, Brazilian..."
2. On the chalkboard demonstrate the contraction of I AM to I'M. Say...	"I am—I'm."
Point to I'M and say...	"I'm"
Students repeat.	"I'm"
Explain that the differences are related to formality versus informality.	
Continue to have students identify one another's nationality with...	"I'm..."
Upon completion, ask students to get up and group into shared nationalities. Point to individual members of the group and ask...	"What is your nationality?"

PROCEDURE	DIALOG
The student responds...	"I'm Salvadorian..."
Point to the group and ask...	"What is your nationality?"
The group responds with...	"We're Salvadorian."
3. Explain the difference between WE ARE and WE'RE	
Ask another group...	"What is your nationality?"
They should respond with...	"We're____."
Continue with the remaining groups.	

Follow-up:
Distribute the "International Flags" handout. Have the students identify the country in which their flags belong as well as the flags of other countries. Also, they can identify some of the symbols and designs on the flags.

Lesson 7: Map: Country, State and City

Objectives:
- To introduce vocabulary used in political geography
- To identify countries, states and cities
- To understand the geographical relationships between countries, states and cities
- To appreciate cultural similarities and differences

Visuals:
Class-size world map
Globe of the world (optional)
Class-size map of North America
Class-size map of the United States

Handouts:
1-7 World Map
1-8 United States Map
Crayons of felt-tip markers

Text: None

Participation: Whole group/Individual.

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Using a globe and/or class-size world map, identify the world, say...	"World."
	Class repeats...	"World."
	Point to a country and say the name of the country...	"France."
	Class repeats the name...	"France."

	PROCEDURE	DIALOG
2.	Several students identify their country of origin...	"Mexico."
	Say the country, and have the class repeat the name...	"Mexico."
	Assist the students in identifying countries which border their country of origin...	"United States..."
3.	Using the map of North America, identify the countries. Say the country and have the class repeat the name...	"United State, Canada..."
	Have the class identify the United States, and compare its size with other countries...	"The United States is smaller than Canada."
4.	Using the U.S. map, identify several states in the United States.	
	Say the name. Have the class repeat...	"California, New Mexico..."
	Identify cities in the United States...	"Los Angeles, San Diego..."

Follow-up

1. Distribute the World Map and crayons or colored markers, and have the class color each country.
2. Distribute the United States map. Have the class color only those states they have visited. See if they can write in the names of any cities they might know.

Lesson 8: Filling Out Government Forms

Objectives:
- To introduce students to the procedures for writing personal information on forms
- To enable students to recognize information required on government forms
- To allow students confidence in their ability to deal with government forms

Visuals: Transparencies and an overhead projector for use with 1-9 below (optional)

Handouts: Filling Out Forms
1-9 A-C
1-9 D-G
1-9 H-I
1-9 J-K
1-9 Posttest

Text: None

Participation: Whole-group

Approximate Time: 2 hours

Method of Instruction: Oral/Written.

PROCEDURE	DIALOG
Explain the importance of personal information and the documentation of such information. Level 0 stresses oral/aural skills, thus the handout "Filling Out Forms" should first be read by you. If possible, make transparencies from the handout for use with an overhead projector.	

PROCEDURE	DIALOG
Distribute "Filling Out Forms" and complete in class.	

Follow-up
Request that students bring their family photographs to the following class.

Lesson 9: Forms of TO BE

Objectives: ▪To introduce forms of the verb TO BE
▪To relate grammatical structure to real-life situations

Visuals: Photographs of family members

Handout: 1-10 Forms of TO BE

Text: None

Participation: Whole group/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral/Written

	PROCEDURE	**DIALOG**
1.	Using your family photo, review the vocabulary for family members.	
	While pointing to yourself and another family member, state the relationship...	"I'm a sister, I'm a mother."
	Class repeats descriptions. Assist when necessary...	"I'm a sister..."
	Ask a student...	"What are you."
	Student replies...	"I'm a father."
	Continue until all students have had the opportunity to describe themselves to the class.	

	PROCEDURE	DIALOG
2.	Using your photograph, point to a family member; say...	"He's my brother."
	Class repeats...	"He's my brother."
	Continue through the photographs until all individuals have been identified.	
	Point to all the people in the photograph, say...	"We are a family."
	Students take turns describing their families...	"He's a father. She's a sister. He's a brother."
3.	Request students to hold up their pictures. Point to a picture while asking...	"Are they a family? Is that his brother?"
	Select a volunteer to ask...	"Are they a family? Is that his brother?"
4.	Explain the informal use of the contraction TO BE. Then write the formal structure on the chalkboard, and explain its use.	

Follow-up
Present, practice and complete the "Forms of TO BE" handout; correct in class.

Lesson 10: Subject Pronouns: HE, WE, THEY

Objectives: ▪To introduce subject pronouns
▪To relate structure to real-life situations

Visuals: None

Handout: 1-11 Subject Pronouns

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Point to a student, say...	"Tell me about Eduardo."
	Assist the class in their response...	"He's a man. He's tall..."
2.	Continue with descriptions of objects...	"Here is a pencil. It's a blue pencils..."
3.	Request a volunteer to come to the front of the class. Have him or her choose a classmate. The first volunteer acts as the instructor, providing the name of the person or object. The second volunteer tells about the subject chosen...	"It's a brown book. He's a tall man..."

PROCEDURE	DIALOG
5. Continue until all students have had the opportunity to participate.	
6. Circulate around the class, and point to students and objects in the classroom...	"Here is Juanita. David, tell us about her."
7. Expect...	"She's a woman. He's tall. It's a blue book..."

Follow-up
Distribute the "Subject Pronouns" handout. The students can work individually or in pairs. Assist when necessary and correct in class.

ORAL EXIT EXAM

HUMAN RELATIONS

1. Hello. My name is___________. What is your name?
2. How are you?
3. Are you hungry or thirsty; happy or sad; angry or nervous?

CIVICS

1. Where are you from?
2. Are you Mexican or Salvadorian?
3. I'm from France. I'm___________.
4. I'm from China. I'm___________.
5. I'm from Russia. I'm___________.
6. Where is Mexico located on the map?
7. Where is El Salvador?
8. Where is the United States?
9. What state do we live in?
10. What is the capital of our state?

STRUCTURE

1. He _____ tall.
2. She _____ short.
3. You _____ students.
4. I _____ a teacher.
5. They _____ women.
6. _____ is a man.
7. _____ are in class.
8. _____ are a student.

WEEK/MODULE TWO

Lessons for this module:

GENERAL INFORMATION

1 Alphabet
2 Numbers
3 Colors
4 Days of the Week and Months
5 Weather and Temperature

CIVICS

6 The Flag

STRUCTURE

7 Question Words with BE: IS HE/ ARE THEY?
8 Demonstratives
9 Question Words: WHEN? WHAT?

ORAL EXIT EXAM

Lesson 1: Alphabet

Objectives:
- To introduce students to the English alphabet
- To enable students to distinguish the difference between printing and cursive
- To enable students to orally produce appropriate sounds and responses related to the alphabet

Visual: Large poster of printed and cursive letters (optional)

Handout: Large blank index cards
Felt markers or crayons

Text: None

Participation: Whole-group/Individual

Approximate Time: 1 1/2 - 2 hours.

Method of Instruction: Oral/Visual/Written

	PROCEDURE	**DIALOG**
	Part 1: The Alphabet	
1.	Write the letters of the alphabet on the chalkboard; say the letters in order...	"a, b, c..."
	The class repeats...	"a, b, c..."
	Say the letters backward while the class listens...	"z, y, x..."
	Students repeat...	"z, y, x..."
	The class repeats as you randomly point to letters...	"k, b, v..."

	PROCEDURE	DIALOG
2.	Ask for a volunteer to point to a letter as the class repeats...	"c... p... s..."
	Randomly choose students to identify specific letters. Continue until all letters have been identified.	
	Ask for a volunteer to point to and pronounces several letters; class repeats. Rotate this task.	
	Part 2: Printing and Cursive	
1.	Review printing and cursive writing methods.	
	Students first print, then write the letters. Provide one-on-one teacher assistance for any student who may be experiencing difficulty.*	
2.	Distribute the large index cards and felt tip markers. Demonstrate how to fold the card in half.	
	Ask the class to print or write their complete name in large letters.	
	Request students to place these "name cards" on their desks.	

---

*Observe students whose writing is noticeably irregular for possible referral to an ESL Literacy class.

PROCEDURE	DIALOG
The class circulates to find out whose name has the most *a*'s, *b*'s, etc. Tally this information and list it on the chalkboard.	
3. Students write their initials and find a classmate with the same initials.	
4. Divide the class into two groups. Inform the students that this is a competion to see which group can line up first in alphabetical order according to last name. Check the line before announcing the winning group.	

Follow-up

1. Inform students that they are now having a dictation activity. Write on the chalkboard a list of 4-5 prepared words such as pen, pencil, paper, and map. Have the class study the words for a few minutes. Erase the list. Then slowly read the words while the class writes them. With your assistance, volunteers write the correct words on the chalkboard.

2. Optional for Lesson 2: Have students bring to class 15 pennies or 16 pieces of small paper the size of pennies.

Lesson 2: Numbers

Objectives:
- To introduce students to numbers 1-100
- To develop class interaction
- To enable students to follow directions
- To introduce students to cardinal and ordinal numbers

Visuals: Numbers:
- 2-1 Driver License
- 2-1 Phone Number
- 2-1 Cents
- 2-1 Dollars
- 2-1 Dollars and Cents

2-2 Number Bingo: You can purchase BINGO cards or have students make up their own*

Handout: None

Text: A New Start, Pages 4, 7, and 8

Participation: Whole-group/Pair/Individual

Approximate Time: 1 1/2 hours

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Write the numbers 1-100 on the chalkboard.	
	Point to the numbers and say...	"One, two three..."

---

*Each student divides an 8 1/2 by 11 inch paper into 16 squares, randomly numbers each square from 1-100, and marks one "free" space. Numbers are called from individual pieces of paper marked 1-100 (see 2-2). Pennies can be used to fill in the spaces horizontally, vertically or diagonally..

	PROCEDURE	DIALOG
	Randomly point to a number and have students respond...	"Six, twenty, ninety-nine."
	Ask for volunteers to approach the chalkboard and identify numbers...	"Sophia; please show the class number 42."
	Acknowledge the students' responses.	
2.	Pass out A New Start. (Pages 7 and 8).	
	Students point to a number you have randomly chosen.	
	Check to make certain they are pointing to the correct number.	
3.	Randomly ask students for their house or apartment number (not the street); acknowledge their responses.	
4.	Demonstrate the meaning of...	"Stand up. Sit down."
	Say a number...	"All students with the number five in their phone number, please stand up."
	Continue increasing the speed of the directives as the activity progresses.	

	PROCEDURE	DIALOG
5.	Use the visual "Numbers" for the following procedures: a) A volunteer chooses a number and holds it for the class to see. He or she selects a student to read the number. Encourage classmates to assist. b) The class guesses what the number is after you ask...	"Is this a phone number or driver license number...?"
6.	Explain the game BINGO. You may want to select a volunteer to read the numbers. Be sure to check students who claim BINGO. Repeat the game with a second set of Bingo cards.	
7.	Assign students to partners. Have them meet with two pieces of paper and a pencil. Tell the students that they will have to take turns reciting numbers in English. Explain that it is the other student's responsibility to write down what he or she hears.	

	PROCEDURE	DIALOG
	Have the student who recites the number check what was written.	
	Use a volunteer to demonstrate before beginning this exercise.	
8.	Select six volunteers to line up in front of the class. Students call out their number in order...	"One, two, three..."
	Explain that the first person in line is...	"First"
	The next person...	"Second"
	Then call out a number...	"Second"
	That person steps forward and calls out...	"Second"
	The class repeats...	"Second"
9.	The class lines up according to height and calls out...	"First, second, third, fourth...

Follow-up

1. A New Start. *Simple Numbers*, page 4.

Lesson 3: Colors

Objectives: ▪To introduce students to vocabulary related to colors
▪To relate colors to real life situations

Visuals: Color Words (cut into individual words):
2-3 Blue-Yellow
2-3 Brown-Orange
Colored construction paper to correspond with "Colored Word" (2-3)

Handout: 2-4 Color Squares (H)

Text: A New Start, Page 25

Participation: Whole-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Ask for a volunteer to stand with you in front of the class. Point to the volunteer's clothing and inform the class...	"This is blue." "This is green..."
	Continue until completed.	
	Students repeat...	"Blue, green..."
	Randomly call on students. Point to an article of clothing ask...	"What color is this?"
2.	Continue as you circulate around the room.	

	PROCEDURE	**DIALOG**
3.	Randomly choose a student, then call out a color...	"Red!"
	That student touches the item of the color called.	
4.	While pointing and gesturing, explain to the class what you are wearing...	"I'm wearing a brown skirt."
	Ask...	"Who is wearing a green shirt?"
	A student identifies the individual by saying his or her name...	"Juan."
5.	While posting colored construction paper on the bulletin board, recite the words...	"Yellow, blue, orange..."
	Students repeat...	"Yellow, blue, orange..."
	Introduce the "Color Words" visual. Then select a volunteer to post the word next to the corresponding colored construction paper. He or she chooses the next volunteer until all the colors have been identified.	
6.	Point and gesture to announce...	"My favorite color is blue!"

PROCEDURE	DIALOG
Ask a few students...	"What is your favorite color?"
Then ask a few students...	"What color is your house or apartment?"
Continue asking questions regarding colors...	"What color is your, car, desk, pencil...?"

Follow-up

1. A New Start, *Colors and Clothing*, page 25.
2. In class or for homework: Distribute the handout "Color Squares." Students color the squares to match the word.

Lesson 4: Days of the Week and Months

Objectives:
- To introduce vocabulary related to days of the week
- To teach the difference between days and months
- To enable students to use a calendar, arrange items in order, and understand the difference between parts and whole

Visual:
Calendar
2-5 Days (cut into seven pieces, one for each day)
Months (cut into twelve pieces, one for each month):
  2-6 January-June
  2-6 July-December

Handout: Copies of individual calendars from A New Start, pages 13 and 14

Text: A New Start, Pages 13, 14 and 88

Participation: Whole-group/Individual

Approximate Time: 1-2 hours

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Place a large calendar on the chalkboard to introduce the days of the week...	"Monday, Tuesday, Wednesday, Thursday..."
	Choose a day...	"Wednesday."
	Select a volunteer to identify that day on the calendar. Randomly choose another day. Have the first volunteer select the second volunteer to identify the day.	

	PROCEDURE	DIALOG
	Continue until all students have had the opportunity to identify a day of the week.	
2.	Distribute "Days" to seven students. Ask them to face the class in the correct order according to the days of the week. Check with the the class. If the order is incorrect, choose a student to make the corrections. Then each student names the day of the week he or she is holding...	"Monday, Tuesday, Wednesday..."
3.	Use the class calendar to introduce the months of the year. Say the months...	"January, February..."
	The class repeats...	"January, February..."
4.	Distribute the "Months" to twelve volunteers: Each student is given a month in random order. Continue as in procedure #2.	
5.	Distribute the individual calendars from A New Start, page 14. Have the class complete the calendar for this month (they can refer to page 13 for the correct spelling).	

PROCEDURE	DIALOG
Determine who has a birthday this month, ask...	"Which month and day is your birthday?"
The student informs the class...	"August 9."
He or she locates the date on the class calendar. The class enters the date on their calendars.	
Check for comprehension regarding this lesson...	"When did school begin?" "What days do you go to school...?"

Follow-up
A New Start, *Making an Appointment*, page 88.

Lesson 5: Weather and Temperature

Objective:
- To introduce students to vocabulary related to weather and temperature
- To reinforce the concept of numbers
- To enable students to distinguish the difference between opposites

Visuals: 2-7 Thermometer (precut the temperature band)
2-8 Weather
2-9 Weather Record

Handout: None

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Present the "Thermometer" visual, say...	"This is a thermometer."
	Move the band to a certain temperature, ask...	"What temperature is this?"
	Acknowledge the response...	"Yes, the temperature is sixty-five degrees."
	Write the response on the chalkboard and continue moving the band as you ask...	"What temperature is this?"
	Be sure each student has an opportunity to respond.	

	PROCEDURE	DIALOG
2.	Present the "Weather" visual. Point to the sun...	"When it's sunny, it is hot."
	Move the "Thermometer" band to the top, ask...	"How is the temperature?"
	Responses might be...	"It's sunny. It's hot. Ninety degrees."
	Write the responses on the chalkboard.	
	Point to the clouds...	"These are clouds."
	Move the temperature band to the middle, ask...	"Now, how is the temperature?"
	Continue to point to the pictures, moving the temperature band accordingly. Write the responses on the board...	"Low; cold; cloudy; rainy; snowing; twenty degrees..."
	Hand the thermometer to a volunteer. Request...	"Show me 80 degrees. Show me 22 degrees."
	Have the volunteer select another student. With your assistance, the first volunteer requests the second volunteer to...	"Show me 90 degrees..."
	Continue until all students have had the opportunity to demonstrate or make requests.	

Follow-up

1. Distribute the "Weather Record" handout. Have students work in pairs to find the high and low temperatures of a city you call out. Depending on the language level of your group, you can select volunteers to go to the chalkboard with their weather record. Ask them to locate a specific city, find the temperature and write a sentence on the chalkboard about the weather of that city; for example, "Rome was 72 degrees." Continue until all students have had an opportunity to participate.

Lesson 6: The Flag

Objectives:
- To introduce students to the history and symbols of the flag
- To introduce students to the Pledge of Allegiance

Visual: U.S. Flag (optional)

Handout: The Flag:
  2-10 A-B
  2-10 C-E
2-11 Pledge of Allegiance

Text: None

Participation: Whole-group/Pair

Approximate Time: 1 hour

Method of Instruction: Oral/Visual/Written

PROCEDURE	DIALOG
1. Display the U.S. flag or a copy of the "The Flag" handout (A-B)...	"This is the flag of the United States. We think Betsy Ross made the first flag. The stars are a symbol of the 50 states in the United States. These are the 13 stars and stripes. They are a symbol of the first 13 colonies."
2. Present the "Pledge of Allegiance" handout:	

PROCEDURE	DIALOG
Explain its significance. Teach the words and ask the class to stand and recite the pledge.	
3. Present, practice and complete the "A-B" and C-E" handouts. Students can work in pairs. Correct in class.	

Follow-up

For a homework assignment, you can ask the students to memorize the words to The Pledge of Allegiance.

Lesson 7: Question Words with BE: IS HE/ARE THEY?

Objective: ▪To introduce students to question words.

Visuals: None

Handout: Game prizes

Text: None

Participation: Whole-group/Individual

Approximate Time: 30 minutes

Method of Instruction: Oral

	PROCEDURE	DIALOG
1.	Write "yes" and "no" on the chalkboard. Then give examples of "yes" and "no" questions...	"Is he a man? Are you in class...?"
	Explain the difference between...	"Is he... Are they..."
2.	Inform the class that they will be playing 20 questions.	
	Explain the game...	"Think of a person or persons in the room. You must find the answer by asking ‘yes’ or ‘no’"
	Assist the class in asking the questions...	

PROCEDURE	DIALOG
	"Is it a man? Is he tall? Is he short? Is it Javier?"
The winner then becomes "it".	
Prizes are optional.	

Lesson 8: Demonstrative

Objectives: ▪To introduce students to the demonstratives THIS/THAT.
▪To relate English structure to real-life situations.

Visuals: Post-it notes with object words written on them such as *door*, *window*, *chair* and *desk*.

Handout: None

Text: None

Participation: Whole-group/Individual

Approximate Time: 1/2 to 1 Hour

Method of Instruction: Oral/Visual

	PROCEDURE	**DIALOG**
1.	Approach an object, touch it, and say...	"This is a door"
	Repeat...	"This is a door."
	Students repeat...	"This is a door."
	Approach another object. Stands near it, touch it and say...	"This is a window"
	The class repeats...	"This is a window"
	Call on individual students to repeat...	"This is a window"
	Continue until several objects have been mentioned.	

PROCEDURE	DIALOG
Walk around the room, pointing and touching items, ask...	"What is this?
Ask for individual students to respond. If a student responds incorrectly, say the correct word.	
Request a volunteer to point to or touch an object.	
After the student identifies the object, approach it and state...	"This is a door."
Individual students repeat...	"This is a door."
Class repeats...	"This is a door."
The student chooses the next volunteer to identify an item.	
2. Stand in front of the classroom. Without approaching the object, Point to it and asks...	"What is that?"
After students have answered...	"That is a door"
Repeat..	"That is a door"
Students repeat...	"That is a door"

	PROCEDURE	DIALOG
	Approach the same object. Touch it, and ask...	"What is this?"
	Listens for...	"This is a door."
	Return to the front of the classroom and point to the same item; asks...	"What is that?"
	Listen for the answer...	"That is a door".
	Ask...	"When do we use *this* and when do we use *that*?."
	Ask for a volunteer to walk around the classroom asking students...	"What is this? What is that?"
	The student then chooses the next volunteer.	
3.	Touch two objects, then point simultaneously to both and ask...	"What are these?"
	If none of the students respond, say...	"These are chairs."
	Touch two windows and ask...	"What are these?"
	If there is no response, reply...	"These are windows."
	Request a volunteer to touch two objects, ask...	"What are these"
	The class replies...	"These are doors"

	PROCEDURE	DIALOG
	Continue until you have exhausted the count nouns within the classroom environment. Stand in front of the classroom and point to the two chairs, ask...	"What are those?"
	The class should respond with...	"Those are chairs."
4.	Choose a pre-written post-it note and pronounce the word. Write it on the board while spelling out each letter.	
	Ask a volunteer to stick the post-it note on the object mentioned...	"Maria, put the note on this table. Put the note on that window..."
	That student selects the next volunteer. Continue through all the post-it items in the same manner.	

Follow up

Write the structure for demonstratives on the chalkboard. Dictate sentences using THIS, THAT, THESE and THOSE. Volunteers can write the answers on the chalkboard.

Lesson 9: Question Words: WHEN/WHAT

Objectives:
- To introduce question words
- To discriminate between WHEN and WHAT
- To teach students how to read schedules
- To relate structure to real-life situations

Visuals: None

Handout: 2-12 TV Guide

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1/2 Hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Distribute the "TV Guide" handout.	
	Ask...	"What is this?"
	Students respond...	"TV Guide."
	Say...	"Movies, news and sports are on TV."
	Write the vocabulay items on the chalkboard...	"Movies; news; sports."
	Identify the television channels and times, and list the vocabulay items.	
	Ask...	"What program is on

PROCEDURE	DIALOG
	channel 2 at 9:00 p.m.?"
Check to see if all the students have located the program.	
Continue choosing programs.	
Then select a volunteer, ask...	"Name a program on channel 2? What time is it?"
Continue until comprehension is ensured.	
2. Pair students. Then continue asking questions about the TV guide...	"What progam is on channel 5 at 10:00...?"
Circulate, assisting students as necessary.	

Follow-up
Write some sample WHAT and WHEN questions on the chalkboard (What is on TV? What time is it? When do you go to school? When do you go to bed?). The class can study the sentences for a dictation exercise.

ORAL EXIT EXAM

GENERAL INFORMATION

1. Go to the chalkboard and write your name.
2. Fill in the letters of the alphabet:
   a, b, c, ___, e, ___, g, h, i, ___, ___, l, m, ___, o, ___, ___, r, s, t, u, ___, w, ___, ___, ___.
3. Go to the chalkboard and write the number of your street.
4. Each person say a numeral in the order in which you are sitting (first, second, etc.)
5. Point to several objects: What color are the objects?
6. Recite the days, weeks, and months of the year.
7. February is (cold, hot).
8. August is (damp, dry).
9. December has (little sunlight, a lot of sunlight).
10. The temperature at 90 degrees is (hot, cold).
11. The temperature at 38 degrees is (hot, cold).

CIVICS

1. Who is Betsy Ross?
2. Recite the Pledge of Allegiance.

STRUCTURE

1. (Is, Are) _____ he tall?
2. (Is, Are) _____ they husband and wife?
3. Point to a nearby object: (That, This) ______ is a chair.
4. Point to an object far away: (That, This) ______ is a door.
5. (What, When) _____ is on TV?

3
THE HOUSE

WEEK/MODULE THREE

Lessons in this module:

	HOUSING
1	Rooms in the House
2	Household Appliances
3	Renting and Owning
4	Classified Ads for Housing
5	Household Repairs
	CIVICS
6	Immigration and Naturalization
	STRUCTURE
7	Demonstrative
8	Prepositions
9	Comparatives
	ORAL EXIT EXAM

Lesson 1: Rooms in the House

Objectives:
- To introduce students to vocabulary related to rooms in a house
- To enable students to locate rooms in a house
- To enable students to associate rooms in the house with activities related to daily living
- To demonstrate the use of action verbs and WHERE questions

Visuals:
3-1 Living Room
3-1 Kitchen
3-1 Bedroom
3-1 Bathroom

Handout: 3-1 Rooms in My House

Text: None

Participation: Whole-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	On the chalkboard, draw a simple one-story house...	"This is a one-story house."
	Add a second story to the house and identify it as a two-story house.	
	Before identifying the rooms in the house, ask the class...	"What are the names of rooms in the house?"

PROCEDURE	DIALOG
Most likely there will be several students familiar with the vocabulary.	
Display the "Rooms" visual.	
As you show each drawing, ask...	"What room is this?"
The class respond...	"Living room; kitchen; bedroom; bathroom."
Then request the class to listen as you name each room again, but this time use as much gesturing as possible to describe the room's function; for example, pretend to be eating, and say...	"In the dining room, we eat."
Ask...	"Where do we eat?"
Allow the class to respond using one or two words (they need not use complete sentences at this time).	
Be sure all students have the opportunity to respond.	
2. Request a volunteer to stand next to you while four students hold the four visuals.	
The first volunteer points to the room requested...	"Juan, please show the class the living room."

	PROCEDURE	DIALOG
	The first volunteer chooses the next student. Continue until all the rooms in the house have been identified.	
3.	Pantomime an activity, then ask....	"Where do we eat?
	Continue until all the rooms have an association with an activity	
4.	Diagram and describe your house or apartment...	"Here is the living room. To the left is the kitchen. Down the hall is the bedroom. To the right is the bathroom..."
	A variation of this activity would be to describe your residence while students draw the floorplan.	

Follow-up

1. Use the handout "Rooms in My House" to reinforce the concepts learned in this lesson.

Lesson 2: Household Appliances

Objectives:
- To introduce students to vocabulary related to household appliances
- To acquaint students with the uses of household appliances
- To teach students about guaranties and warranties
- To teach students about the safety features of household items.

Visuals: Realia: Kitchen items such as an egg beater, pot, pan, etc.

Handout: Rooms in My House (refer to 3-1)
3-2 Kitchen Items

Text: A New Start, Page 94.

Participation: Whole-group/Individual

Approximate Time: One Hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Present the household items one at a time...	"Iron, egg beater, coffee pot, pan..."
	Select the first item. While pantomining, inform students....	"I'm ironing."
	Request the class to pantomime the targeted item as they repeat...	"I'm ironing."
	Proceed to the remaining items and explain the action performed. Review by asking...	"What's this?"
	Students reply...	"An iron."

	PROCEDURE	DIALOG
	Reinforce their reply, pantomime, and ask...	"What am I doing with the iron?"
	Assist students in replying...	"Ironing."
2.	Ask for a volunteer to approach an item...	"Show the class the iron."
	Assist the student in pantomiming the targeted item, ask....	"What are you doing?"
	The response should be...	"I'm ironing."
	Continue with several students until comprehension is ensured. Write the name of the items on the chalkboard; the students repeat...	"Iron, egg beater, coffee pot, pan..."
	Put the items away. A volunteer approaches the board and points to one of the items. The student reads the word and pantomimes the action used with it. He or she chooses the next volunteer.	
3.	Point to a word, and have the students tell where the item is most likely found. They can use the "Rooms in My House" handout for assistance.	

Follow-up

1. A New Start, *Describing Objects*, page 94
2. Present, practice and complete the "Kitchen Items" handout; correct in class.

Lesson 3: Renting and Owning

Objectives:
- To introduce students to vocabulary related to real estate
- To enable students to understand the difference between renting and owning a home.
- To introduce students to the classified section of the newspaper.

Visuals:
3-3 House for Rent
3-4 House for Sale
3-5 House for Rent Ad
3-6 House for Sale Ad

Handout: Real Estate section of the newspaper

Text: None

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1 1/2 to 2 Hours

Method of Instruction: Oral/Visual

	PROCEDURE	**DIALOG**
1.	Use the visuals "House for Rent" and "House for Sale" to aid in explaining the distinction between renting owning...	"When I buy a house, it belongs to me. I am the owner. When I rent a house, I pay the owner to live in the house. I am the tenant."
2.	Present the real estate section of the newspaper...	"We look in the newspaper under 'Houses for Rent' if we want to rent a house.

PROCEDURE	DIALOG
	We look under 'Houses for Sale' if we want to buy a house."
Check for comprehension regarding the vocabulary items *newspaper, house for rent, house for sale, renting and buying...*	"Where do we look to find houses for rent? Where do we find houses for sale? How many of you own a house? Are you the owner or tenant? How many of you rent a house? Are you the owner or tenant?"
2. Present the "House for Rent Ad" and "House for Sale Ad".	
Explain the abbreviations and draw diagrams to indicate what the houses are like.	
Check for comprehension...	"Tell about this house. How many bedrooms does it have...?"

Follow-up

1. You may want your class to perform the following exercise depending on their language level: Say, "Now you are going to buy a house." Divide the class into small groups. Instruct the groups to decide on a house to buy. Give each group a part of the real estate section. Have them read through and decide which house to buy. Ask for one student to represent the group. Have him or her describe the house.
2. Review the differences between renting and owning a house.

Lesson 4: Classified Ads for Housing

Objectives: ▪To reinforce the students' ability to understand classified ads for housing.
▪To introduce students to various methods of gathering information.

Visuals: Newspaper
Map of Los Angeles (optional)
Renting and Selling (refer to 3-3 through 3-6)

Handout: Pre-cut classified ads for house and apartment rentals

Text: None

Participation: Whole-group/Small-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	To review the concept of renting and owning a house, present the four visuals regarding renting and selling.	
	Explain...	"Yesterday we talked about houses for sale and houses for rent. Today we will talk about houses and apartments for rent."
	Draw a simple diagram of an apartment to illustrate its meaning.	

	PROCEDURE	DIALOG
2.	Show the class a newspaper; explain...	"If we are looking for an apartment or house to rent, we look under 'Houses for Rent' and Apartments for Rent'."
	Each student is given a precut ad from the classified section of the newspaper. Some students are given *Houses for Rent* and others *Apartments for Rent*. Make sure students understand which section of the newspaper they have by asking...	"Who has the 'Houses for Rent' ads? Who has the 'Apartments for Rent' ads?"
	If you have a large class, you may want to divide them into small-groups according to the kind of ad they have (give each group a name).	
	Allow enough time for the students to decipher several ads. Assist the class with the abbreviations.	
	Then list two columns on the chalkboard: *Apartment for Rent* and *House for Rent*. Beside each column list the name of the student or group, the number of bedrooms, the number of baths, and the cost per month; for example:	

PROCEDURE		DIALOG

	Apartment for Rent	House for Rent
Name	Jose	Maria
Bedroom	2	3
Bathroom	1	2
Cost	$500	$600

Say...	"Jose found an apartment for rent. It has 2 bedrooms and 1 bath. It costs $500 per month. Maria found a house for rent. It has 3 bedrooms, 2 baths. It costs $600 per month."
Review by asking comprehension questions...	"Did Jose find a house for sale? How much rent will Maria pay...?"

Follow-up

List the following words and phrases on the chalkboard: bedroom, bathroom, house for rent, house for sale, cost per month. Students study these words for a dictation quiz.

Lesson 5: Household Repairs

Objectives: ▪To introduce vocabulary related to household repairs.
▪To enable students to request assistance and identify repair people.

Visual: Rooms in My House (refer to 3-1)

Handouts: 3-7 Rooms
3-8 Household Problems

Text: A New Start, Pages 115 and 116

Participation: Whole-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Display the "Rooms in My House" visual.	
	Review...	"What room is this?"
	Class responds...	"It's a kitchen, bedroom..."
2.	Distribute the "Rooms" handout. Write the name of each room on the chalkboard.	
	Then request the class to write the name below each picture. Assist students in writing the names of two items for each room...	"Couch, lamp..."

PROCEDURE	DIALOG
Say...	"Look at picture # 1. The ceiling is leaking."
Students repeat...	"The ceiling is leaking."
Point to the picture of the bathroom. Say...	"The toilet is leaking."
Students repeat...	"The toilet is leaking."
Point to picture #1. Ask...	"What is leaking?"
Class responds...	"The ceiling."
Point to picture #2. Ask...	"What is leaking?"
Class responds...	"The toilet."
Point to picture #3. Ask...	"What is leaking?"
If no student responds, shake your head and say....	"Nothing"
Do the same with picture #4....	"Nothing"
3. Distribute the handout "Household Problems"	
Identify the new vocabulary items and list the problems on the chalkboard...	"1) The faucet is leaking. 2) The toilet is leaking. 3) The window is broken."

PROCEDURE	DIALOG
Students copy the sentences on their paper.	
After the list has been completed read the sentences and have the class repeat...	"The faucet is leaking. The toilet is leaking..."
Draw two pictures of a leaking pipe and a non-leaking pipe to explain the vocabulary item *repair*.	
Draw someone fixing the pipe (a stick figure will do) to explain the vocabulay item *plumber*.	
Explain the key vocabulary items...	"Plumber, toilet, repair person, broken window..."
Point to the appropriate words as you say...	"The plumber repairs the faucet. The plumber repairs the toilet. You buy a new window..."
Check for comprehension...	"Who repairs the faucet...?

Follow-up

A New Start, *Complaining*, page 115 and *Insisting*, page 116.

Lesson 6: Immigration and Naturalization

Objectives:
- To acquaint students with the concept of immigration to the United States
- To understand the contributions of immigrants
- To understand the beginning steps in the naturalization process

Visuals: World Map (refer to 1-7)
United States Map (refer to 1-8)
U.S. Immigrants:
  3-9 Immigrants
  3-9 Two Women
  3-9 In the Kitchen
Realia: Food from other countries

Handout: None

Text: None

Participation: Whole-group

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

PROCEDURE	**DIALOG**
Present the following information according to the language level of your group:	
Part 1: Immigration	
1. Present "U.S. Immigrants" to aid in explaining the meaning *of immigrant*. Then the introduction of immigration can be made through the use of the World and United States	

PROCEDURE	DIALOG
maps. Use the maps to demonstrate how the majority of immigrants in the 1600's, 1800's and early 1900's arrived and settled on the east coast.	
2. On the chalkboard draw simple pictures of a railroad and a field of crops to discuss two examples of immigrants: The Chinese immigrated to the United States and built the railroads. The Mexicans immigrated here to work in agriculture.	
3. You can bring food from other countries to show which foods have become part of our diet: pasta (Italy/China), falafel (mid-eastern countries), and hot dogs (Germany). Show students the food items, identify them, and have students guess where they originated.	
Part 2: Naturalization	
1. Invite an INS outreach representative to conduct an application workshop. You can contact the program director for this information. It is suggested that instructors coordinate this activity together so that an entire site may have the workshop.	

PROCEDURE	DIALOG
2. The following information pertains to filing for naturalization...	"If you have an alien registration card and you you have been in this country for five years, you may file an application to become a United States Citizen. To apply for citizenship you will need to do three things: - Fill out papers. - Get a fingerprint cards. - Take three pictures of yourself. You can get the papers and fingerprint cards at the INS office. Look in the phone book under United State Government, Justice Department. Fill out the papers. Have your fingerprints taken at the police station or at an INS office. Make copies for yourself. Find out where to send the papers and pictures. Send them by registered mail. You can also send them in person, but it's not a good idea. Do not send money. Wait four to eight weeks to find out if you are a citizen."

Lesson 7: Demonstrative

Objectives: ▪To enable students to distinguish the similarities and differences between THIS, THAT, THESE and THOSE

Visuals: Realia: Household items such as plastic spoons and forks, and paper plates

Handout: 3-10 Pam's house

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1/2 Hour

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Place a household item next to you, say...	"This is a spoon."
	The class repeats...	"This is a spoon."
	Ask...	"What's this?"
	The class responds.. .	"This is a spoon."
	Place the same item away from you, say...	"That's a spoon."
	The class repeats...	"That's a spoon."
	Continue, then repeat with other items until the class understands the difference between THIS and THAT.	

PROCEDURE	DIALOG
2. Place more than one household item next to you, say...	"These are spoons."
Class responds...	"These are spoons."
Ask...	"What are these"
Class responds...	"These are spoons."
Place the items away from you, say...	"Those are spoons."
Class responds...	"Those are spoons."
Ask...	"What are those?"
Class responds...	"Those are spoons."
Repeat with various items until the class understands the difference between THOSE and THAT.	

Follow-up
Present, practice and complete the "Pam's House" handout; correct in class. Then students can work in pairs to practice the dialog.

Lesson 8: Prepositions

Objectives:
- To teach the correct usage of prepositions
- To follow directions
- To increase comprehension and retention of information
- To teach the question words WHERE? WHERE IS?
- To teach the correct use of the present tense of TO BE

Visuals: Realia: Set of large plastic cups of various colors

Handout: 3-11 Prepositional Grid
Rooms in My House (refer to 3-1)

Text: A New Start, Pages 17, 142 and 143

Participation: Whole-group/Individual

Approximate Time: 1 1/2 to 2 Hours

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Place the blue plastic cup on a shelf, ask...	"Where is the blue cup?"
	Class responds...	"On the shelf."
	If students hesitate, assist with...	"Yes, it's on the shelf."
	Place the yellow cup next to the blue cup say...	"The yellow cup is next to the blue cup."
	Ask...	"Where is the yellow cup?"
	Class responds...	"Next to the blue cup."

	PROCEDURE	DIALOG
	Place the yellow cup inside the blue cup; say...	"The yellow cup is inside the blue cup."
2.	Request a volunteer to perform various tasks; for example...	"Maria, please put the green cup inside the red cup."
	Acknowledge the student's actions, and direct him or her to choose the next volunteer (You may want to select a student to give the directions).	
3.	Have six students line up in two rows, ask...	"Jose, where is Ana?"
	He or she may respond...	"She is behind me."
	Acknowledge the student's answer, and ask...	"Delfina, where is Roberto?"
	The student may reply...	"He is next to me."
	Acknowledge the response, and ask...	Miguel, where am I?"
	The student may reply...	"You are in front of me."
	Continue until comprehension is ensured.	
3.	For the following activity, gesturing is needed to clarify that you are requesting information regarding another person's location:	

	PROCEDURE	DIALOG
	Instruct the class to stand. Inform the students that they will be given instructions to place themselves in a certain location, for example...	"Jamie, please stand behind Javier. Ramon, please stand next to Ruth."
	Use two people to begin, then two more, etc...	"Maria, please stand in front of Angel. Gloria please stand next to Angel. Ana Maria please stand behind Angel."
	Have a volunteer give an instruction. That student chooses a second volunteer until all students have had the opportunity to give one instruction.	
4.	Instruct the class to look at the "Rooms in a House" handout, ask...	"Marlene, where is the living room?"
	The student responds...	"Next to the kitchen."
	Continue until all students have answered using a preposition.	

Follow-up

1. To present the handout "Prepositional Grid" ask, "Where is Lupe on Monday?" The class, responds by looking at the grid: "On Monday Lupe is at work..." Complete and correct in class.
2. A New Start, *Simple Instructions with In and On*, pages 17, 142 and 143.

Lesson 9: Comparatives

Objectives:
- To enable students to make comparisons
- To understand the difference between SMALLER THAN, LARGER THAN, MORE THAN and LESS THAN
- To relate grammatical structure to real life situations

Visuals: Realia: Two household items of the same kind, one large and one small

Handout: 3-12 Comparatives

Text: None

Participation: Whole-group/Small-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Direct two volunteers to come to the front of the classroom. While gesturing say...	"Who is taller, Maria or Sofia?"
	Class responds...	"Sofia."
	You agree...	"Yes, Sofia is taller than Maria."
	Ask...	"Who is shorter, Maria or Sofia?"
	Class responds...	"Maria."
	You agree...	"Yes, Maria is shorter than Sofia."

PROCEDURE	DIALOG
Continue until comprehension is ensured.	
2. Show the class a small household item. While gesturing say...	"This glass is small."
Place the item on the table.	
Show the class a large household item. While gesturing say...	"This glass is large"
Place the large item on the table next to small one.	
Explain...	"This glass is smaller than this one. This glass is larger than this one."
Review numbers, then explain...	"The price of the larger glass is $2.00. The price of the smaller glass is $1.00. The larger glass costs more than the smaller glass. The smaller glass costs less than the larger glass."
Continue, using classroom objects such as pens, pencils and books until the class understands the difference between	

PROCEDURE	DIALOG
smaller than, larger than, more than and and *less than.*	
Check for comprehension...	1) Who is taller, Maria or Paul? 2) Who is shorter, a boy or a man? 3) Which glass is smaller? 4) Which pencil is larger? 5) Does this book cost more than this pencil? 6) Does a car cost more than a house...?

Follow-up

Present, practice and complete the "Comparatives" handout. The students can work together in small groups to answer the questions; correct in class.

Oral Exit Exam

HOUSING

1. Do you live in an apartment or a house?
2. What are the names of the rooms in your house?
3. In the dining room we (eat, sleep).
4. In the bedroom we (bathe, sleep).
5. In the kitchen we (cook, eat).
6. In the bathroom we (bathe, sleep).
7. What do you do in your living room?
8. Where do you sleep?
9. Where do you sit?
10. Where do you cook food?
11. What is in the garage?
12. How many bedrooms do you have in your house or apartment?
13. Where is your refrigerator?
14. Where is your bed?
15. What is in a bookcase?
16. Point to the windows in this room.
17. What is a toaster used for?
18. What is an iron used for?
19. Do you rent or own your home?
20. If you are looking for a house or apartment to rent, where do you look?
21. What repair man do you call to fix a faucet?

CIVICS

1. Are you an immigrant to the United States?
2. Will you be a naturalized citizen?
3. Can you name some steps in becoming a citizen?

STRUCTURE

1. (This, these) are books.
2. (This, these) is a pencil.
3. (That, those) is a paper.
4. (That, those) are pens.
5. Are you taller than [student's name]?
6. Are you shorter than [student's name]?
7. [Student's name] stand in front of [student's name].
8. [Student's name] stand in back of [student's name].

WEEK/MODULE FOUR

Lessons in this module:

	CONSUMER EDUCATION
1	Units of Money
	CIVICS
2	Important U.S. Figures on Money
3	U.S. and Foreign Leaders
	STRUCTURE
4	The Simple Past Tense
5	Possessives
	ORAL EXIT EXAM

Lesson 1: Units of Money

Objectives:
- To introduce students to vocabulary related to units of money
- To teach the value and exchange of money
- To enable students to recognize prices on clothing
- To teach students how to read food ads and grocery receipts

Visuals: Dollars:
- 4-1 One and Five Dollars
- 4-1 Ten and Twenty Dollars

Handout: Play money and coins (can be purchased at an educational supply store or made as a class project).

Text: A New Start, Pages 19 and 20

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 2 hours

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Present the "Dollars" visual. Ask students to identify the items; for example, point to the ten dollar bill and ask...	"What's this?"
	Continue until all the items have been identified. Select students to show the class various denominations...	"Laura, please show the class the one dollar bill."
2.	Point to a five dollar bill, ask...	"Is five dollars more than one dollar?"

	PROCEDURE	DIALOG
	Introduce the terms *less than* and *equal to* in the same manner...	"Is one dollar less than five dollars? Is five single dollars equal to a five dollar bill?"
3.	Point to an item. Then write the amount in numbers on the chalkboard. Request a volunteer to go the chalkboard and write the numeral. Encourage classmates to provide feedback. Continue until all the items are written in numerals...	"$1.00 = one dollar; $5.00 = five dollars..."
4.	Distribute the fictitious money. Ask one student to approach another student for change. Introduce the phrase...	"Do you have change for $5...?"
	The student giving the change counts orally...	"Yes, I do——one, two, three..."
	You may want to introduce some or all of the following phrases...	"I'm sorry, I don't have any change. Sorry, I don't have enough. Excuse me, but you gave me too much money. Excuse me, but you didn't give me enough change."

Follow-up

A New Sart, *Requesting Change*, pages 19 and 20. Students can work in pairs or small groups; correct in class.

Lesson 2: Important U.S. Figures on Money

Objectives: ▪To teach students about U.S. coins and currency
▪To introduce important U.S. figures on money

Visuals: U.S. Figures on Money:
4-2 George Washington
4-2 Abraham Lincoln
4-2 Alexander Hamilton
4-2 Andrew Jackson

Handout: None

Text: A New Start, Pages 9,10

Participation: Whole-group/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Introduce the value of coins...	"Let's talk about coins: The penny is worth one cent. The nickel is worth five cents. The dime is worth ten cents. The quarter is worth twenty-five cents. The half-dollar is worth fifty cents."
	Review the value of paper money in the same manner.	
2.	While displaying "U.S. Figures on Money," introduce the famous people...	

PROCEDURE	DIALOG
	"George Washington's picture is on the one dollar bill. Abraham Lincoln's picture is on the five dollar bill. Alexander Hamilton's picture is on the ten dollar bill. Andrew Jackson's picture is on the twenty dollar bill.
For more advanced students, you might say...	Ulysses Grant's picture is on the fifty dollar. Benjamin Franklin's picture is on the one hundred dollar bill. William Mckinley is on the five hundred dollar bill. Grover Cleveland is on the one thousand dollar bill. James Madison is on the five thousand dollar bill. Mr. Chase's picture is on the ten thousand dollar bill."
3. Using the same visuals, briefly describe several important U.S. figures on money; for example...	"The first president of the United States was George Washington. He is The Father of Our Country. Abraham Lincoln helped free the slaves."

Follow-up

1. A New Start, *Counting Money*, pages 9 and 10.
2. The students can examine and name the U.S. figures on their coins and currency.

Lesson 3: U.S. Leaders and Foreign Leaders

Objectives: ▪To acquaint students with U.S. and foreign leaders

Visuals: Newspaper(s)
Pictures of U.S. and foreign leaders from newspaper articles
U.S. and world maps (refer to 1-7 and 1-8)

Handout: None

Text: None

Participation: Whole-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

PROCEDURE	DIALOG
1. Select several U.S. leaders to discuss; for example, the current President and Vice-President of the U.S.	
Point to the U.S. map and show a picture of the President, say...	"This is the President of the United States."
Ask...	"Who is the President of the United States?"
Show the class a newspaper article about the President.	
Briefly summarize the article and pass it around the class.	

	PROCEDURE	DIALOG
2.	Select one or more foreign leaders to discuss: for example, the Prime Minister of Great Britain. Locate the leader's country on the world map. If available, show his or her picture from a newspaper article. Briefly summarize the article, and pass it around the class.	

Follow-up

Homework: Ask the students to find a picture or newspaper article about a U.S. or foreign leader to bring to class.

Lesson 4: The Simple Past Tense

Objectives:
- To introduce the simple past tense of the verb TO BE and other common verbs
- To relate grammatical structure to real life situations
- To introduce vocabulary related to daily routine
- To understand the concept of time

Visuals: 4-3 The Simple Past (eight drawings)
Realia: A clock and calendar

Handout: None

Text: A New Start, Pages 63-64 and 134-138

Participation: Whole-group/Individual

Approximate Time: 2 hours

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Point to a clock, say...	"Now it's six o'clock."
	Draw a clock that is one hour earlier, say...	"It was five o'clock. That was then."
	On the chalkboard write the headings *Then* and *Now*. Under each heading write, and if possible draw, opposite characteristics of yourself, including: 1) fat-thin 2) sad-happy 3) young-old 4) shy-not shy.	

PROCEDURE	DIALOG
Choose one of the characteristics, and write a sentence...	"I was fat. Now I am thin."
Ask a volunteer to go to the chalkboard and select his or her characteristics, and assist the student in writing a sentence...	"Then I was sad. Now I am happy."
Point to the word *Then*, and ask the class...	"How was she?"
The class should respond...	"Then she was sad.
Ask...	"...and now how is she?"
The response should be...	"Now she's happy."
Assist the class in choosing their characteristics and writing sentences from the the characteristics...	"I was young. Now I am old..."
Ask a student...	"How were you then and now?"
The student should respond...	"I was thirsty. Now I am hungry."
Continue until all students have had an opportunity to respond.	
Direct the students who used to be shy to stand up.	
Ask the class...	"How were they?"
Assist the students in	

PROCEDURE	DIALOG
responding...	"They were shy. Now they are not shy."
In order to elicit the subject pronoun *we*, join the group and ask...	"How were we?"
They should respond...	"We were shy. Now we are not."
Continue until all forms of the past tense TO BE have been introduced.	
2. Review *Time* (A New Start, pages 63 and 64). Write *Yesterday* and the times of day on the chalkboard, explain...	"At six o'clock, I took a shower. At six thirty I fixed breakfast. At seven o'clock, I made my lunch, and at seven thirty I went to work."
Use pantomime as much as possible when explaining the activities.	
Review the list.	
Then ask the students...	"What did I do at six o'clock? What did I do at seven...?"
Ask individual students...	"What did you do at six o'clock? What did you do at seven...?"

	PROCEDURE	DIALOG
	Then ask a volunteer to fill-in the list on the chalkboard with yesterday's routines...	"At six o'clock I got up. At six thiry I took my children to school..."
	Assist the student. Have the class test their classmate's comprehension by asking questions about his or her routine...	"What did you do at seven o'clock...?"
	Continue until you are certain the class understands the concept of past tense.	
3.	Use a calendar and clock to aid in explaining the differences between *yesterday, last night*, and *this morning.*	
	Show each of the eight drawings from "The Simple Past" visual, explain...	"1) Yesterday she watered the flower. 2) Yesterday he fixed the car. 3) Yesterday they went shopping. 4) Last night she watched T.V. 5) This morning she woke up at 7:00 am. 6) This morning he brushed his teeth. 7) This morning he took a bath. 8) This afternoon they jogged."

PROCEDURE	DIALOG
Go through the drawings again; ask a student...	"What was she doing?"
He or she replies...	"She watered the flowers."
Acknowledge the response.	
The class repeats...	"Yes, she watered the flowers."
Continue through all the pictures twice.	
Select two volunteers to hold the pictures and an additional student to identify the drawings...	"Point to the drawing that shows 'Yesterday he fixed the car.'"
Continue choosing volunteers until all the pictures have been identified.	

Follow-up

1. A New Start, *Last Weekend/ A Bad Week*, pages 134-138
2. Alert students that for the next class meeting they will have to take off their shoes. Also they need to bring a photograph of their family and a driver license or identification card.

Lesson 5: Possessives

Objectives:
- To learn about BELONGS TO MY/MINE, THAT IS MINE and THAT IS MY...
- To build rapport among classmates

Visuals:
Students' shoes
Yardstick or broom
Family photographs
Driver license or identification cards.

Handouts: Two prizes: Two pairs of socks (optional)

Text: None

Participation: Whole-group/Individual

Approximate Time: 1 to 11/2 hours

Method of Instruction: Oral/Visual

PROCEDURE	DIALOG
1. Ask the class to remove their shoes and place them in the middle of the classroom (this assumes that the chairs are already placed in a horseshoe fashion). Mix up the shoes using the yardstick or broom handle. Pick up one shoe, ask...	"Whose shoe is this?"
One student will acknowledge that the shoe belongs to him or her, say...	"That's mine."
Repeat until the shoe owner responds...	"That's mine."

PROCEDURE	DIALOG
Ask for a volunteer to choose a shoe and ask the question...	"Whose shoe is this?'
Repeat using several volunteers. Select a pair of shoes, ask...	"Whose shoes are these?"
When a student acknowledges, assist with...	"Those are mine."
Repeat the sentence, and have the class repeat...	"Those are mine."
Repeat this procedure three times. Then have a volunteer choose a pair of shoes and ask the question...	"Whose shoes are these?"
Continue until all students have responded.	
Select a shoe and ask...	"Whose are these?"
Point to the owner of the shoe. Students repeat with you...	"It's his." or "It's hers."
Continue several times. Then select your own shoe, ask...	"Whose are these?"
Assist students in responding...	"It's yours."
Select a shoe and approach a student, ask...	"Is this yours?"
Assist students in responding...	"No, it's his." "No, it's hers." or "Yes, it's mine."

	PROCEDURE	DIALOG
	Continue until all students have had an opportunity to respond. Selects two different shoes and approach a student. Inquire...	"Whose shoes are these?"
	Assist the student in responding...	"They belong to Maria and Juan."
	Repeat this procedure until the majority of students have had an opportunity to respond.	
2.	Ice Breaker: Once again have the students place their shoes in the center of the room.	
	Mix them up and place them in a pile.	
	Instruct the students that they will need to get their own shoes; however, they must do it with their eyes closed. No peeking is allowed.	
	Inform the class that the first student to locate their shoes and put them on will win a prize.	
	The students (and you) approach the pile of shoes and close their eyes. At the count of three, they locate their shoes.	
3.	Collect all the driver licenses and/or identification cards and place them on a table.	

PROCEDURE	DIALOG
Request a volunteer to select a license or card.	
Select a student to ask...	"Whose is this?"
A student will respond...	"That's mine."
Point to the license or card, ask...	"Whose is this?"
Students should answer...	"That belongs to Tomas."
Repeat several times, Introducing variations...	"That belongs to Lupe. It's Lupe's driver licencse."
After repeating several times, have the students write on the chalkboard...	"That belongs to Juan. It's Juan's I.D."
Repeat until all the students have had an opportunity to respond.	
4. Select a student or ask for a volunteer to show his or her family picture to the class. Assist the student in saying...	"This is my family. This is my daughter. This is my son..."

ORAL EXIT EXAM

UNITS OF MONEY

1. Identify the following bills:
    - one dollar
    - five dollars
    - ten dollars
    - twenty dollars
2. Identify the following coins:
    - penny
    - nickel
    - dime
    - quarter
    - half dollar
3. How many dollar bills are there in $5?
4. How many dollar bills are there in $10?
5. What do you say if you don't have enough change?

CIVICS

1. (George Washington, Abraham Lincoln) is on the $1.00 bill?
2. (George Washington, Abraham Lincoln) is on the $5.00 bill?
3. (Andrew Jackson, Alexander Hamilton) is on the $10.00 bill?
4. (Andrew Jackson, Alexander Hamilton) is on the $20.00 bill?
5. Who is The Father of Our Country?
6. Who is President of the United States now?
7. Who is Vice-President of the United States now?
8. Name a foreign leader?
9. What does he/she do?

STRUCTURE

1. What did you do yesterday?
2. What did you do this mornig?
3. What did you do last night?
4. What did you do this afternoon?
5. Point to a shoe and ask who it belongs to.
6. Collect several pencils, pens, etc. and ask to whom they belong.

WEEK/MODULE FIVE

Lessons in this module:

CONSUMER EDUCATION

1 Banking-Savings Account
2 Banking-Checking Account
3 Sales, Cash, and Credit

CIVICS

4 George Washington and the Colonial Period

STRUCTURE

5 Use of DID
6 Stative Verbs
7 Polite Requests

ORAL EXIT EXAM

Lesson 1: Banking-Savings Account

Objectives: ▪To enable students to use a saving's account
▪To teach vocabulary related to banking
▪To reinforce the student's understanding of money

Visuals: 5-1 The Bank
Realia: Savings Passbook (optional)
Play money

Handout: 5-2 Withdrawal Slip

Text: None

Participation: Whole-group, Individual

Approximate Time: 1 to 1 1/2 hours

Method of Instruction: Oral, Visual

	PROCEDURE	DIALOG
1.	Introduce the lesson by displaying "The Bank" visual. Then explain the terms *bank* and *saving's account*. You might gather-up the fictitious money to illustrate...	"A bank is where you keep money. You save (hold) your money in a savings account."
	Ask...	"Who has a savings account?"
	If possible, show the class a saving passbook, say...	"This is a record of your savings. It tells how much money you keep in the bank."

PROCEDURE	DIALOG
Explain that this is one bank's savings passbook—others are different sizes and colors...	"Some are bigger than this. Some are blue or green."
2. Use simple chalkboard illustrations and the money to explain...	"We use a deposit slip to put money in our savings account. We use a withdrawal slip to take money out of our savings account."
Distribute the "Withdrawal Slip" handout. Students identify the parts such as the date, account number, and the amount of money withdrawn.	
The class repeats the vocabulary as you point to each section...	"Name, date, money..."
Check for comprehension...	1) Do you keep money at a bank or store? 2) Do you save money in a savings passbook or a savings account? 3) Does a passbook tell how much money you keep in your savings account? (yes) 4) Do you use a deposit slip or withdrawal slip to put money in your savings account? 5) Do you use a deposit slip of withdrawal slip to take money out of your account?

Follow-up
Have the class fill-in the savings withdrawal slip. You might want to select one or more "customers" to withdraw money from their account. You act as the teller.

Lesson 2: Banking-Checking Account

Objectives:
- To enable students to use a checking account
- To teach vocabulary related to banking
- To reinforce the student's understanding of money
- To enable students to understand the difference between a checking and savings account

Visuals: The Bank (refer to 5-1)
5-3 Check
5-7 Deposit Slip

Handout: Play money

Text: A New Start, Pages 123-125

Participation: Whole-group, Individual

Approximate Time: 1 to 1 1/2 Hours

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Display the "Bank" visual to review the Savings Account lesson.	
	Then say...	"Today we will talk about checking accounts.
	Explain how a checking account differs from a savings account...	"You save (keep) money when you use a savings account. You write checks when you use a checking account."
2.	Display the "Check" visual...	"This is a check."

	PROCEDURE	DIALOG
	Describe the different parts of the check...	"You write the date here. This is where you sign the check..."
	Review the parts...	"Point to the date. Point to the signature..."
	Quiz the class by asking wh-questions...	"What part is this...?"
3.	Display the "Deposit Slip" visual. Continue as in procedure #2.	
4.	Set up a mock bank with you as the bank teller. Distibbute deposit slips, checks, and the fictitious money. Instruct the class to line up at the bank. Greet the students with...	"Hello. How may I help you?"
	Ask...	"Would you like to make a deposit? Will you be getting cash back...?
	Continue with a few students. Then invite a student to be a teller-trainee, and assist the student in the transactions with his or her classmates. After completing several transactions, ask that student to chose a trainee replacement.	

Follow-up
A New Start, *Using Check-Written Numbers*, pages 123 and 124;
Using checks, page 125.

Lesson 3: Sales, Cash, and Credit

Objectives:
- To enable students to make a sale
- To teach the difference between cash versus credit and sale items versus non-sale item
- To relate the concepts of cash and credit to real-life situations

Visuals:
5-5 Shopping
Items for Sale:
  5-6 Blouse
  5-6 Shirt
  5-6 Ties
  5-6 Scarf
Charge card (or a 3 X 5 card with *Charge Card* written on it)

Handout: Play money

Text: A New Start, Page 25-26

Participation: Whole-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	When the lesson begins, select a "salesperson" to sit next to a table.	
	Display the "Shopping" visual. Point to the picture and say...	"Today I am going shopping."
	Pantomine driving to a store and getting out of the car, say...	"Ahh, the store!"

	PROCEDURE	DIALOG
	Pick up the "Blouse" visual, say...	"This blouse is on sale for $11.00. It was $22.00. I'll buy it!"
	Stand behind the salesperson and assist him or her in saying...	"Is this cash or charge?"
	Stand beside the salesperson and say...	"Cash."
	Give the salesperson the money, say...	"Here is $11.00."
2.	Select another student to be the salesperson. Repeat procedure #1, but this time pick up the "Shirt" visual, say...	"I like this shirt. I'll buy it."
	Use your "charge card" to buy the shirt.	
	Explain to the class that a charge card is credit...	"When we use a charge card, we pay later."
3.	Select a third volunteer to be the salesperson.	
	Repeat procedure #2. Use the "Tie" visual to pretend to purchase the tie. Assist the salesperson in asking...	"Is this cash or charge?"
4.	Choose one more student to be the salesperson as you use the "Scarf" visual to pretend to purchase the item for cash or charge.	

PROCEDURE	DIALOG
5. Reverse roles——you are the salesperson while the students volunteer as customers.	

Follow-up

A New Start, *Color and Clothing*, page 25; *Colors and Clothing-Ad*, page 26.

Lesson 4: George Washington and the Colonial Period

Objectives:
- To introduce students to U.S. history
- To enable students to use prepositions and the alphabet within the context of history.
- To familiarize students with U.S. geography

Visuals:
United States Map (refer to 1-8)
World Map (refer to 1-7)
Colony Names (cut into individual names):
  5-7 Connecticut-Maryland
  5-7 Massachusetts-New York
  5-7 North Carolina-Virginia

Handout: 5-8 The Thirteen Colonies

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1/2 to 1 hour

Primary Method of Instruction: Oral/Visual

	PROCEDURE	**DIALOG**
1.	Display the U.S. map, say...	"Today there are fifty states in the United States."
	Write today's date on the chalkboard.	
	If possible, display a map of the 13 colonies, say...	"People came to the U.S. in the 1700's. Then there were only 13 colonies."
	Write "1700" on the chalkboard.	"That was over 200 years ago."
2.	Distribute "The Thirteen Colonies" handout. Pronounce the names...	"Maine, New York..."

PROCEDURE	DIALOG
The class repeats...	"Maine, New York..."
Review until the class is familiar with the names of all the colonies.	
Utilizing the map of the thirteen colonies, ask...	"Where are the colonies located?"
Use prepositions for the descriptions...	"Pennsylvania is next to New York. North Carolina is above South Carolina..."
Have students locate the colonies on their maps, and respond to the questions...	"Pennsylvania is next to which colony? North Carolina is above which colony?"
3. Write the names of the colonies on the chalkboard. Review the alphabet by having students identify which colonies begin with the letters *A*, *B*, etc.	
Using the "Colony Names" visual, direct the students to stand in front of the classroom in alphabetical order. You may want to alphabatize the more easily pronounced names or the New England, Middle and Southern Colonies separately. This of course will depend on the language level of your class.	

PROCEDURE	DIALOG
4. Locate England on the world map, then explain...	"The colonists wanted to be free. They fought to be free. George Washington helped the colonists win their independence."
Clarify the unfamiliar vocabulary items, and display the picture of George Washington, then continue...	"In 1776 the colonists become free. Then George Washington became the first president of the United Stated. He was the Father of Our Country."

Follow-up
In pairs or individually, direct students to write the names of the 13 colonies in alphabetical order. Correct in class.

Lesson 5: Use of DID

Objectives:
- To introduce the auxiliary verb DID with YOU, HE and THEY.
- To review the days of the week.
- To review nouns and pronouns.
- To relate grammatical structure to every day experiences.

Visual: Calendar

Handouts: 5-9 DID Grid
5-10 DID: Fill in the Blanks

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Use a calendar to review the days of the week.	
	Ask individual students what they did during the weekend...	"Jorge, what did you do on Saturday?"
	He or she may respond...	"I went to the park."
	Assist students when necessary. Begin with the first person singular and continue with the second person singular, ask...	"What did Jorge do on Saturday"
	Class responds...	"He went to the park."

PROCEDURE	DIALOG
After several students have responded, direct them to stand and ask the class...	"What did we do on Monday?"
A response might be...	"They worked."
Continue until comprehension is ensured.	
2. Distribute the "DID Grid" handout. Present the new vocabulary items. Then give examples to explain how the grid is to be used...	"Juan went to school on Monday. Maria went to the library on Thursday...."
Ask questions using the form DID...	"Did Lupe go to school on Monday?"
Expect...	"No, she didn't."
Ask...	"Did Maria go to school on Friday?"
Expect...	"Yes, she did."
Continue until the grid is completed. The students can pair up and alternate asking questions using the grid. Circulate, assisting when necessary.	

Follow up

Present the handout "Did: Fill in the Blanks" (to be used with the grid). Students can work with a partner to fill in the blanks and write the correct sentences on the chalkboard.

Lesson 6: Stative Verbs

Objectives:
- To introduce the stative verbs I WANT...
- To relate structure to real-life experiences
- To role play a real-life situation

Visuals:
- Food
  - 5-11 Sandwich
  - 5-11 Dessert
  - 5-11 Bread
  - 5-11 Soup
  - 5-11 Salad
  - 5-11 Drinks
- Restaurant
  - 5-12 The Restaurant
  - 5-12 Waiter
  - 5-12 Waitress

Handout: 5-13 The Restaurant Menu

Text: A New Start, page 71

Participation: Whole-group/small-group

Approximate Time: 1 to 1 1/2 hours

Method of Instruction: Oral/Visual.

	PROCEDURE	DIALOG
1.	Prior to class, spend a few minutes training several volunteer "waiters" and "waitresses". During class, present the "Food" visuals, say...	"Sandwich, dessert, bread..."
	Class repeats...	"Sandwich, dessert, bread,..."

PROCEDURE	DIALOG
Display "The Restaurant" visuals to explain the meaning of *restaurant*, *waiter*, *waitress* and *customer*.	
2. Arrange the student desks into small groups so that the class can role play a restaurant scene:	
Distribute "The Restaurant Menu" and introduce the vocabulary items. Explain to the class that they will begin as the waiter or or waitress.	
Begin with one group by asking a student...	"What do you want to order?"
Elicit the response...	"I want a hamburger."
Ask additional questions such as...	"What sandwich do you want?" "What do you want to drink?"
Pantomime writing the customer's order. Explain to the class that this is too much work for you to do alone; therefore, you need help from the volunteers that were trained as waiters and waitresses. Have them circulate among the customers. Assist them in asking...	"What do you want to order?"

PROCEDURE	DIALOG
Assist the customers in their responses...	"I want soup, salad...."
Then help the waiters and waitresses ask additional questions...	"Do you want coffee or soda? Do you want soup or salad...?"
Select new waiters and waitresses.	
Conduct this activity several times until comprehension is ensured.	

Follow-up
A New Start, *Liking and Not Liking*, page 71; *Choosing Food and Drink*, page 72.

Lesson 7: Polite Requests

Objectives: ▪To introduce the polite requests COULD and WILL
▪To review writing skills

Visuals: None

Handout: 5-14 CAN, COULD, WILL

Text: None

Class Participation: Whole-group/Pair

Approximate Time: 1 hour

Primary Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Use pantomine and simple chalkboard drawings to explain the words *moving* and *tomorrow*.	
	Shrug your shoulders as you inform the students that you may be moving tomorrow and you may need some help.	
	Then circulate around the classroom, asking...	"If I move tomorrow, could you help me?"
	Request the students to answer in a complete sentence...	"Yes, I can help you"
2.	Shake your head as if to indicate a definite *yes*. This time inform the class that you will move next week and you need help, ask...	"Will you help me?"

	PROCEDURE	DIALOG
	Circulate around the classroom, asking...	"Will you help me?"
	Request the students to answer in a complete sentence...	"Yes, I will help you."
3.	Continue with examples that illustrate the difference between *could*, *will* and *can* until comprehension is ensured.	

Follow up
Present, practice and complete the "CAN, COULD, WILL" handout. Students can work in pairs. Correct the papers in class by having volunteers go to the chalkboard and write the answers.

ORAL EXIT EXAM

CONSUMER EDUCATION

1. We use a ____________ account to save money.
2. A savings passbook tells us how much _________ we have in our savings account.
3. We use a (deposit, withdrawal) slip to put money in our savings account.
4. We use a (deposit, withdrawal) slip to take money out of our savings account.
5. We use a ___________ account to write checks and get cash back.
6. We pay cash when we give the sales person (money a credit card)
7. (Credit, cash) is when we pay later

CIVICS

1. The 13 stripes on the flag are for the __________ colonies
2. Same of the names of the 13 colonies are ___________.
3. Who was the first president of the United States.

STRUCTURE

1. What did you do on Saturday?
2. What did you do Sunday?
3. Did you go to school on Monday?
4. What would you like to eat?
5. Do you want soup or a hamburger...?
6. If you go to the park, could you take me?
   Yes, I (can, will).

6
SHOPPING

WEEK/MODULE SIX

Lessons in this module:

CONSUMER EDUCATION

1 Shopping for Clothing
2 Shopping at a Department Store
3 Shopping for Food
4 Returns, Exchanges and Complaints

CIVICS

5 The Declaration of Independence
6 Introduction of the Constitution

STRUCTURE

7 Count and Non-Count Nouns
8 DO YOU HAVE?
9 Indefinite Articles: AN/A

ORAL EXIT EXAM

Lesson 1: Shopping for Clothing

Objectives:
- To introduce vocabulary related to clothing sizes and labels
- To enable students to express their needs
- To review numbers

Visuals: Box or bag containing a variety of clothing for men, woman, children and infants.

Handout: Shopping list for clothing (use the names of the items contained in your box or bag of clothing).

Text: A New Start, pages 101, 117, 121

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Request a volunteer to stand in front of the classroom.	
	Ask the class...	"What is she wearing?"
	Assist the students in their responses...	"Shirt, pants, shoes..."
	Review by pointing to an articles of clothing and asking...	"What's this?"
	Invite a second volunteer of the opposite sex to stand next to the first volunteer.	

	PROCEDURE	DIALOG
	This time ask the class...	"What is she wearing?"
	If no student responds, point to and identify each item...	"Blouse, skirt, shoes..."
	Review by pointing to the male and female articles of clothing and asking...	"What's this? What is he wearing? What is she wearing?
	Request the volunteers to be seated.	
2.	Without pointing, select one item of clothing that a student is wearing and ask the class...	"Who is wearing an orange sweater?"
	The students can reply...	"Alicia"
	...or...	"Alicia is wearing an orange sweater."
	Continue three more times. Then ask for a volunteer to do the questioning. The person who responds correctly becomes the next person to ask the question.	
3.	Using clothing as props, organize a mini-store. Have two students come to the front of the class to role play the sales person and customer.	

	PROCEDURE	DIALOG
	Provide the customer with a shopping list and assist him or her in asking...	"Do you have a green sweater?"
	The salesperson responds...	"Yes."
	Using the shopping list, have the customer ask another question...	"Do you have a shirt?"
	Invite another student to come to the store.	
	Continue until all students have had an opportunity to be a customer or sales person.	
4.	Request the students to check their own or their classmate's clothing size by looking at the label.	
	With the student's permission, randomly ask...	"Would you tell me your clothing size, please?"
	The class can also look at the washing instructions or "Dry Clean Only" label. You might write several instructions on the chalkboard to discuss.	

Follow-up
A New Start:
Following and Giving Instructions, page 101;
Buying Clothing, page 117;
Buying a Pair of Shoes, page 121.

Lesson 2: Shopping at a Department Store

Objectives: ▪To learn vocabulary related to shopping
▪To enable students to use a department store directory
▪To learn about direction

Visuals: Store Merchandise:
6-1 Jewelry
6-1 Cosmetics
6-1 Shoes
6-1 Women's Clothing
6-1 Men's Clothing
6-1 Furniture
6-1 Television
6-1 Appliances

Handout: 6-2 Department Store Floor Plan
6-3 Store Directory Questions

Text: A New Start, pages 30, 31, 98

Class Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Present the "Store Merchandise" visuals.	
	Review by having students identify the items...	"Watch, couch, television..."
2.	Distribute the "Department Store Floor Plan" handout.	
	Introduce the new vocabulary words...	

PROCEDURE	DIALOG
	"Floor, department, restroom, credit office..."
The students identify the departments by pointing to the appropriate sections on their floor plan...	"Point to the men's clothing, department. Point to the television department..."
The students then identify the various floors by pointing to the appropriate floor level mentioned...	"Point to the second floor. On what floor do you pay bills..."
Choose students to tell where a specific department is located...	"Maria, on what floor is the children's department?"
Expect...	"It's on the second floor."
3. Distribute the "Store Directory Questions" and explain...	"The directory helps us find the things we need in a store."
Practice, complete and correct the information.	
4. Ask for two volunteers to come to the front of the class.	
Request one volunteer to bring the "Store Directory Questions" and the other to bring the "Department Store Floor Plan" handout.	

PROCEDURE	DIALOG
The student with the Store Directory asks questions 1-11 while the other student uses the floor plan to answer the questions.	
Depending on the language level of the class, you may want to ask the questions or assist with the answers.	

Follow-up

A New Start:

Requesting Information about Locations, page 30;
Requesting Information about Locations-Signs, page 31;
Understanding Floor Plans, page 98.

Lesson 3: Shopping for Food

Objective:
- To learn the structures HOW MUCH? WHERE?
- To introduce vocabulary for food items and pricing
- To enable students to read ads and coupons
- To teach pricing, weights and measures

Visuals: Food Groups:
- 6-4 Meat
- 6-4 Fish
- 6-4 Fruit
- 6-4 Vegetables
- 6-4 Bread
- 6-4 Milk

Realia: 1 pint, 1 quart and 1 gallon containers; an egg carton; food sections from a local newspaper

Handout: 6-5 Food News.

Text: A New Start, pages 36, 37, 38, 41 and 42-45.

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 2 to 3 hours

Method of Instruction: Oral/Visual

PROCEDURE	DIALOG
1. Present the "Food Groups" visuals. Point to an item, then have the class repeat after you...	"Meat...Fish...Fruit..."
Place the visuals in random order, then ask the class to identify the items...	"Fruit...Meat...Fish..."

	PROCEDURE	DIALOG
	Select six students to hold each visual and one student to point to an item mentioned...	"Joaquin, please show the class the bread."
	Request the student to select his or her classmate to point to a food item...	"Maria, please show the class the milk."
2.	On the chalkboard, write three food categories...	"Fruit, Vegetable Meat."
	List several examples under each heading...	"Fruit apples bananas
	Explain and give examples of favorite foods...	"I like apples and bananas, but I like bananas the most."
	Ask...	"Which fruit do you like the most—apples or bananas?"
	Then...	"Which vegetable do you like the most—peas or carrots?"
	Have the students relate their classmate's preferences...	"Juan likes apples. Jose likes carrots..."

	PROCEDURE	DIALOG
	Acknowledge the students' responses by writing their sentences on the chalkboard...	"Juan likes apples. Jose likes carrots..."
3.	Show the 1 pint, 1 quart and 1 gallon contains (or draw facsimiles on the chalkboard). Explain the meaning of each measurement.	
	Students turn to page 36 of A New Start, *Quantities*. Identify the liquid measures.	
	Use the measuring cup to demonstrate quantities. Randomly ask students to point to an amount on the measuring cup...	"Point to 8 ounces. Point to 2 ounces..."
4.	Show the egg container (or draw a facsimile on the chalkboard).	
	Explain the meaning of *dozen* and *half dozen*.	
	Check for comprehension...	"Do you buy one dozen donuts? Do you buy one eggs? Do you buy one dozen tomatoes...?
5.	Display the food ads from a local newspaper. to introduce A New Start, pages 41 and 42.	

	PROCEDURE	DIALOG
	Point to each ad and say...	"A pound of onions cost 39 cents. A pound of chicken costs 45 cents..."
	Check for comprehension...	"How much is a pound of bananas? How much is the sugar? Which food costs the most? Which food costs the least?"
6.	Show several food ads from the newspaper, say...	"This ad is from (name of market)"
	Ask students...	"Where do you shop?"
	Continue listing the stores, say...	"Let's see which store's food costs the least."
	Divide the class into groups. Give each group a newspaper food section and a "Food News" handout.	
	Explain to the students that they must find the least expensive prices for specific food items. On the chalkboard list approximately ten food items.	
	Students work in their groups searching through the food section and documenting on the "Food News" handout the least	

PROCEDURE	DIALOG
expensive prices for the items listed on the chalkboard.	
Request that the group choose a representative to report their findings. List the results on the chalkboard.	
Encourage students to inform the class if their group found a less expensive price for a particular item.	

Follow-up
A New Start (the class can work in pairs):
Adding Up and Counting Change-Food Ads, pages 41-42;
Adding Up and Counting Change-Receipts, pages 43-44;
Over and Under, page 45.

Lesson 4: Returns, Exchanges and Complaints

Objectives: ▪To enable students to return merchandise and make exchanges and complaints when necessary
▪To role play how to reject and return merchandise

Visuals: Realia: Articles of clothing such as a blouse, shirt, tie and scarf; a store receipt
Play money
Items for Sale (refer to 5-6)

Handout: None

Text: A New Start, pages 118, 119, 120

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral

PROCEDURE	DIALOG
1. Use the articles of clothing (or show the drawings of the blouse, shirt, tie and scarf from the "Items for Sale" visual) to introduce the concept of returning merchandise....	"I don't want this blouse. The sleeves are too short. I will go to the store and get my money back."
Have the students open their book to page 120. Introduce the people in the dialog. Say the dialog while the students listen, then repeat each part.	

PROCEDURE	DIALOG
Request two volunteers to come to the front of the class and repeat the lines. Use the clothing articles and money as props.	
Call on two more volunteers to say the lines, but this time substitute another article of clothing for the blouse.	
Continue until all students have had an opportunity to participate.	
2. Use an example to explain the concept of exchanging and complaining about merchandise...	"I don't want this shirt. It's too small. I will go to the store to get a larger shirt."
Use the clothing merchandise and receipt to role play the part of a customer exchanging merchandise. Select a student to be the salesperson...	"I don't want this shirt. It's too small. Do you have a bigger size? Here is my receipt."
Call on several more volunteers and continue as in procedure #2 above.	

Follow-up

A New Start, *Rejecting Something Politely—The Wrong Jacket*, page 118; *Rejecting Something Politely—The Wrong Size*, page 119.

Lesson 5: The Declaration of Independence

Objective: ▪To introduce students to the history of the United States

Visuals: 6-6 The Declaration of Independence
6-7 Thomas Jefferson
Map of the World (refer to 1-7)
Map of the Thirteen Colonies (refer to 5-11)
Realia: An American flag
George Washington (refer to 4-3)

Handout: The Flag (refer to 2-10)

Text: None

Participation: Whole-group/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral/Visual

PROCEDURE	DIALOG
1. Review the meaning of the word *colonists*. Use gesturing, pantomime, simple chalkboard drawings, and "The Declaration of Independence" and "Thomas Jefferson" visuals to aid in explaining the following information...	"Remember—the colonist had problems with England.

PROCEDURE	DIALOG
	The colonists wanted religious freedom (liberated de religion).
	The colonists also wanted freedom from the press (liberated de prensa).
	The colonists did not want to pay taxes to the King of England.
	On July 4, 1776, Thomas Jefferson wrote the Declaration of Independence (Thomas Jefferson escribio la Declaration de Independence).
	The colonist wanted to be free from England. All thirteen colonies wanted the Declaration of Independence.
	The King of England did not want the colonies to be free, so the Revolutionary War began in 1775. The Colonists fought against the British.
	The Colonies in North America had a general by the name of George Washington. (George Washington fue el general durante la guerra de independencia).

PROCEDURE	DIALOG
	The colonies won the war in 1783. After the Colonies won the war, George Washington became the first president of the United States (that is the reason George Washington is called the Father of our Country)."
Refer to "The Flag" handout for review...	"Our flag has three colors: red, white and blue (Los colores de la bandera de los Estados Unidos son rojo, blanco y azul). Do you remember how many stars are on the flag? Yes, fifty . Why are there fifty stars on the U.S. flag? Yes, the stars are for the fifty states. How many stripes are there on the flag? Yes, thirteen——the thirteen stripes represent the thirteen colonies."

Lesson 6: Introduction of the Constitution

Objectives: ▪To introduce students to the history of the United States
▪To introduce students to the constitution.

Visuals: None

Handout: 6-8 The Preamble
The U.S. Constitution
    6-9 Basic Rights and Freedoms
    6-9 Bill of Rights
    6-9 Amendments

Text: None

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Review U.S. history...	"Who won the Revolutionary War? Who was the Father of Our Country? What do the 13 stripes on our flag represent (stand for)?"
2.	At the students's language level, explain part or all of the following information. Use gestures, pantomine, maps and simplified drawings...	"After the colonies won the war, they became a country, named the United States of America.

PROCEDURE	DIALOG
	The U.S. has a Constitution. It is the "highest law of the land" (La ley fundamental de este pais). The U.S. goverment approved (said yes) to this Constitution in 1789. Changes were made called amendments. The first ten amendments are called the Bill of Rights (La ley de Derechos); they are very important: 1) Freedom of religion, freedom of speech, freedom of the press and freedom of assembly (libertad de religion, palabra, prensa y derecho de reunirse pacificamente). 2) The right to keep and bear arms (El derecho a tener y usar armas). 3) Limitation on quartering of soldiers in private houses, without the consent of the owner (Limitacion en acuartelamiento de soldados in casas particulares sin el consentimiento de sus duenos). 4) Protection of the home. It is secure from search, except by lawful warrant (Proteccion del hogar. Que ofrece garantias contra nuestro registro excepto por mandato judicial).

PROCEDURE	DIALOG
	5) The right not to testify against yourself and not to be tried for the same crime twice (Derecho de no ser forzado a declarar contra si mismo y a no ser juzgado dos veces por el mismo delito).
	6) The right to know why you are being held in prison. The right to a speedy trial and a lawyer to defend you (Derecho de saber por que se la ha encarcelado, derecho a un juicio rapido y derecho a tener un abogado que lo defienda).
	7) The right to a trail by jury in civil cases (derecho a un juicio con jurado en casos civicos).
	8) Excessive bail shall not be required, excessive fines imposed, nor cruel and unusual punishments inflected (prohibicion de fianzas y multas excesivas, asi como castigos crueles).
	9) People have rights not stated in the constitution (La emancipacion en la constitucion de ciertos derechos no deniegan o disputan aquellos obtenidos por el pueblo).

PROCEDURE	DIALOG
	10) The powers not delegated to the U.S. by the constitution, is given to the states or the people (Los poderes no delegados a los Estados Unidos por la Constitucion o prohibidos por esta, estan reservados para los estados respectivamente o para el pueblo).

Follow-up

1. Role play scenes related to the Bill of Rights, such as publishing something negative about the government or having police officers search a student's home without a search warrant. These scenarios can be acted out by the students and/ or you. The class can be the audience, and then read through the Bill of Rights to see which amendments apply.

2. Present and practice "The Preamble" handout.

3. The class can work in small groups or pairs to complete "The U.S. Constitution" handout; correct in class.

Lesson 7: Count and Non-Count Nouns

Objective: ▪To understand the difference between count and non-count nouns

Visuals: Paper and pencils

Handout: 6-10 Grocery Items.
6-11 How Much and How Many?
6-13 Count and Non-Count Nouns

Text: A New Start, Pages 37 and 38

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1 hour to 2 hours

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Walk around the room, pick up one object at a time, and say...	"This is a paper. This is a pencil..."
	Select one student to stand...	"This is Jose. He is a student."
	Repeat the above procedure using more than one object and person...	"These are pencils" Maria and Sylvia are students."
	Give a student one paper, say...	"Lupe has one paper."
	Give another student three papers, say...	"Lupe has three papers."

	PROCEDURE	DIALOG
2.	Select one student to stand, ask...	"How many students are standing?"
	The class responds...	"One."
	Say...	"That's right. One student is standing."
	Select several students to stand, ask...	"Now how many students are standing?"
	Validate their response...	"That's right—five students are standing."
	Write...	"How many students are standing?"
	Explain...	"With words ending in *s*, use *many*."
	Hold up approximately twenty pieces of paper...	"How many pieces of paper am I holding?"
	Count with the class...	"One, two, three..."
	Ask...	"How much paper do I have?"
	Answer with class...	"A lot. I have a lot of paper."
	Write...	"How much paper do I have?"
	Explain...	"With words ending in *s*, use *many*. With words not ending in *s*, use *much*.

PROCEDURE	DIALOG
Continue to present, practice and review the difference between count and non-count nouns until comprehension is ensured.	

Follow-up

1. Distribute the "Grocery Items" handout, ask:
   - In picture #1, how many cups of coffee are there?
   - In picture #2, how many glasses of milk are there?
   - In picture #2, how many cartons of milk are there?
   - In picture #2, how much milk is there?
   - In picture #3, how many cups of tea are there?
   - In picture #3, how much tea is there?

   Continue asking *how many* and *how much* questions for the remaining pictures.

2. Present, practice and complete the "How Much and How Many" handout; correct in class.

3. Present, practice and complete the "Count and Non-Count Nouns" handout. Students can work in small group or pairs; correct in class.

4. A New Start, *How Much, How Many*, pages 37 and 38.

Lesson 8: DO YOU HAVE

Objectives:	▪To introduce students to grammatical structure in the context of purchasing items ▪To enable students to use coupons
Visuals:	Realia: Food items such as canned vegetables and packaged pastas; grocery bags
Handout:	Coupons for each student (usually available in the Thursday and Sunday newspapers)
Text:	None
Participation:	Whole-group/Individual
Approximate Time:	1 hour
Method of Instruction:	Oral/Visual

PROCEDURE	**DIALOG**
Introduce the vocabulary related to the food items and coupons you have brought to class.	
Set up a mock grocery store using the food items and grocery bags.	
Ask two students to volunteer as cashier and "bagger".	
Explain to the class that they are the customers. Give each customer a food coupon.	

PROCEDURE	DIALOG
They must ask one of the store employees if the store sells the item shown on their coupon.	
Introduce the form...	"Do you have ________?"
Instruct the customers to look at their coupon and ask for the item shown.	
If the item is available, direct the store employee to "bag" it.	
Continue until each student has had the opportunity to ask for an item or work at the grocery store.	

Lesson 9: Indefinite Articles AN/A

Objective: ▪To understand the difference between the indefinite articles A and AN

Visuals: None

Handout: 6-13 A and AN

Text: None

Participation: Whole-group/Pair/Small group

Approximate Time: 1/2 hour

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Prepare several sentences with articles contained in them...	"I want a hamburger with an onion and a coke."
	Inform the class that you will say some sentences, and they are to listen for the *a* and *an* words.	
	Repeat the sentences several times.	
2.	Using the chalkboard or an overhead projector and transparencies, write a few sentences with the articles contained in them...	"I want a new car. They took a bath.

PROCEDURE	DIALOG
	He is eating an apple. They are eating an egg..."
Ask the students to look at the sentences.	
Point to the articles and ask if they see a pattern.	
Have the class read with you, ensuring that they carefully articulate the sounds.	

Follow-up
Present, practice and review the "A and An" handout. The students work in pairs or in small groups to complete. Assist when necessary; correct in class.

ORAL EXIT EXAM

CONSUMER EDUCATION

1. Who is wearing a [name of color] dress?
2. Who is wearing a [name a color] sweater?
3. What is the size of your shirt?
4. Name a vegetable
5. Name a meat
6. Name a fruit
7. What fruit do you like best——apples or oranges?
8. What vegetable do you like best——peas or carrots?
9. Do you eat fish?
10. Draw and label pint, quart and gallon containers, ask:
    - How many pints equal 1 quart?
    - How many quarts equal 1 gallon?
11. How many eggs are there in one dozen?
12. Draw an apple on the chalkboard and label it 69 cents lb, ask:
    - How much is a pound of apples?
13. Draw a banana and label it 45 cents lb., ask:
    - How much is a pound of bananas?
14. Which cost the least——the apples or the bananas?
15. Where do you shop for food?
16. Draw a simple floorplan of a department store on the chalkboard and label it: First floor: furniture; Second floor: shoes, cosmetics; Third floor: credit office, children's clothing, ask:
    - What is on the second floor?
    - On what floor is the shoes?
    - Where would you find a couch?
    - On what floor do you pay your bills?
17. Do you get money back when you return a shirt?
18. Do you get money back when you exchange a shirt?
19. Please show how you complain about a shirt that is too big?

CIVICS

1. How many colonies were there?
2. Who wrote the Declaration of Independence?
3. What does the stars on the flag stand for?
4. What does the stripes on our flag stand for?
5. How many stripes are there in the flag?

6. Who was the father of our country?
7. Who won the Revolutionary War?
8. What is the highest law of the land?
9. Can you name some of the Bill of Rights?

STRUCTURE

1. Do you have a pencil?
2. Do you have a book?
3. Do you have a car?
4. Do you have an elephant?
5. I want (a, an) apple pie
6. He wants (a, an) cheeseburger
7. They want (a, an) onion.

7
OCCUPATIONS

WEEK/MODULE SEVEN

Lessons in this module

	OCCUPATIONS
1	Occupations
2	Job Resources, the Application and Interview
3	Time Cards
4	Payroll checks; Dealing with Employers
5	Social Security
	CIVICS
6	Thomas Jefferson and the Contitution
	STRUCTURE
7	Present Tense Negative Statements
	ORAL EXIT EXAM

Lesson 1: Occupations

Objectives:
- To introduce the irregular past tense WOULD LIKE.
- To teach students vocabulary terms related to occupations and professions.
- To enable students to relate structure of past tense to real-life experiences.
- To learn about occupations in different countries

Visuals: Occupations:
- 7-1 Teacher
- 7-1 Bus Driver
- 7-1 Nurse
- 7-1 Doctor
- 7-1 Musician
- 7-1 Carpenter
- 7-1 Mailman

Handouts:
- Yellow Post-it notes
- 7-2 Occupations and Professions
- 7-3 Activity to Accompany Occupations and Professions
- 7-5 Jobs

Text: A New Start, Page 81

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1 to 2 hours

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Inform the class that the discussion topic is Occupations. Present the "Occupations" visuals.	

	PROCEDURE	DIALOG
	Point to the first drawing, say...	"She is a teacher."
	Class repeats...	"Teacher."
	Talk about the drawing...	"The teacher is holding chalk. She is pointing to the chalkboard.
	Continue identifying and explaining the remaining six drawings.	
	Select seven students to come to the front of the classroom to hold the seven drawings.	
	Choose an eighth student to locate a drawing you have randomly selected...	"Maria, please show the the class the drawing of the nurse."
	Say to the student who is holding the drawing...	"Rachel, please take the drawing of the nurse to your seat."
	Continue until the seven students are seated with a drawing, then say...	"Please give me the drawing of the nurse..."
	Continue until you have received all the drawings.	
2.	Assist the students in writing their occupations. on the Post-it notes.	

PROCEDURE	DIALOG
Collect and mix them up. Instruct the students to close their eyes and choose a note other than their own to post on themselves. Then request that the class to find their occupations and exchange the Post-it notes.	
Ask students to wear the notes for the remainder of the class time.	
3. Randomly ask students what their occupations were in their country of origin. Then print three columns on the chalkboard that say...	"Name—Before—After"
Ask for a student volunteer, say...	"Martha, what country are you from?"
The student responds...	"Mexico"
Ask...	"What was your occupation in Mexico?"
The student replies...	"Teacher"
You then writes the name and occupation in the appropriate columns...	"Martha—teacher"
Ask...	"What is your occupation in this country?"
Write the student's occupation in the *After* column...	"Homemaker"

PROCEDURE	DIALOG
Continue to have you and/or the students write their past and present occupations on the chalkboard.	
Then request the class to prepare a paper, using the first example on the chalkboard: Point to the student's name, and ask...	"What was Martha?"
Write on the chalkboard...	"Martha was a teacher."
Ask...	"But now?"
Expect...	"She's a homemaker."
Then write...	"Martha was a teacher. Now she is a homemaker."
The class copies the sentence and creates additional sentences from the information on the chalkboard.	
3. Distribute the "Occupations and Professions" handout. Have students take turns identifying the pictures. Then ask what the individuals are doing in the pictures; for example, ask...	"What's the occupation of the man in picture #9?"
The class responds...	"He's a mechanic."
Then ask...	"What's he doing?"
Expect...	"He's fixing the car."

	PROCEDURE	DIALOG
	Distribute the accompanying activity. Students work independently, in pairs, or in groups to complete.	
	After completion, have the students correct the assignment in class.	
4.	List various occupations on the chalkboard...	"Teacher, bus driver..."
	Ask...	"Would you like to change your job?
	Point to the vocabulary items on the chalkboard and ask...	"What would you like to be?"
	A student may reply...	"I would like to be a teacher."
	Using the form WOULD LIKE, write the response on the chalkboard...	"Juan would like to be a teacher."
	Continue until comprehension is ensured. Then have the students ask one other the same question, and listen for their responses.	

Follow-up

Present and practice the "Jobs" handout. You can make this exercise into a friendly class competition. The first one to complete the handout is the "winner."

Lesson 2: Job Resources, the Application and Interview

Objectives:
- To introduce vocabulary related to the job interview and application process.
- To teach students about job resources.
- To understand the procedure for applying for a job

Visual: A newspaper

Handout:
7-5 Employment
7-6 Job Aplication
7-7 Application forms

Text: None

Participation: Whole-group/Individual

Approximate Time: 1 to 1 1/2 hours

Method of Instruction: Oral, Written

	PROCEDURE	DIALOG
1.	Distribute the "Employment" handout. Present, practice and review the vocabulary items; then say...	"We are going to look for a job in a restaurant. Circle one drawing that tells about working in a restaurant."
	Request the class to circle the remaining pictures related to working in a restaurant.	
2.	Hold up the newspaper, say...	"We can look in the newspaper to find a restaurant job."

	PROCEDURE	DIALOG
	Pull out the classified section of the newspaper to show the class...	"We look here (in the employment section) to find a restaurant job."
	Write the newspaper ad on the chalkboard...	"Cook wanted to work at Mission First Class Restaurant. Ask for Mr. Rosales at 123456 San Fernando Road."
	Explain the vocabulary and check for comprehension...	"What is the job? What is the name of the restaurant? Where do you go (apply) for the job? Who do you ask for?"
	Then say...	"Let's go to Mission's First Class Restaurant for the application form!"
3.	Display the "Job Application" handout, explaining that they must fill out a form when applying for a job. Carefully go over the handout line-by-line. As the class completes the form, circulate offering assistance when necessary.	
4.	Select a volunteer to be the prospective employee...	"Alicia is looking for a job as a waitress. Please come to the front of the class Alicia, and bring your job application form with you."

PROCEDURE	DIALOG
Select another student...	"Eduardo will be Mr. Rosales."
After explaining any unfamiliar vocabulary items, stand behind each student as you quietly model the dialog. In other words, students repeat what you tell them to say; for example...	"Mrs. Perez (Handing the job application to Mr. Rosales): I'm looking for a job as a waitress. Mr. Rosales: Have you worked as a waitress before? Mrs. Perez: Yes, in Mexico. Mr. Rosales: I need help now... Hmm. O.K. You're hired.
Select several more students to role play the parts until comprehension is ensured.	

Follow up

Present, practice and review the "Application" handout; correct in class.

Lesson 3: Time Cards

Objectives:
- To introduce students to vocabulary related to time cards.
- To enable students to tell time and understand how to use a time card.

Visual: 7-10 Time Card

Handout: 7-10 Time Card

Text: A New Start, Pages 64-68 and 84-85

Participation: Whole-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Utilize A New Start pages 64-67 to present, practice and review *time*.	
2.	Display the Time Card, say...	"A time card tells the number of hours you work."
	Use simple drawings and pantomine to explain parts of the time card....	"IN is when you come to work. OUT is when you leave work..."
	Ask a student to come to the front of the classroom.	
	Direct him or her to look at the time card and identify its parts; for example, you might say...	

PROCEDURE	DIALOG
	"Renee, you work at Mission First Class Restaurant. Show us what time you came to work on Tuesday. What time did you leave work on Wednesday? What time did you come in on Friday?"
That student then selects the next volunteer to answer teacher-directed questions.	
3. Distribute the "Time Card" handout. Direct students to identify the different parts. They can complete the information by writing their name, the date, and a job title at the restaurant such as waiter, waitress, cashier or manager. Assist students in figuring out the total weekly hours they may have worked.	

Follow-up A New Start, *A Work Routine*, pages 84-85

Lesson 4: Payroll Checks; Dealing with Employers

Objectives:
- To introduce students to vocabulary related to payroll checks, wage deductions, and benefits
- To enable students to write checks
- To give students confidence when dealing with employers

Visuals:
7-9 Pay Check
7-10 Pay Check Stub
Time Card (refer to 7-8)
Social Security Card
United States Map (refer to 1-8)

Handout:
7-9 Pay Check
7-10 Pay Check Stub
7-13 Dealing with Employers
Time Card

Text: A New Start, Page 125

Participation: Whole-group/Pair/Individual

Approximate Time: 1 to 2 hours

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Refer to the "Time Card" handout to determine payroll checks...	"Alicia Gomez works at Mission First Class Restaurant."
	Draw a clock and dollar sign sign on the chalkboard...	"Today is pay day."
2.	Distribute the "Pay Check" handout...	"This is Alicia's paycheck."

	PROCEDURE	DIALOG
	Explain the unfamiliar vocabulary items.	
	Make up a date, to whom paid, amount, and signature...	"Alicia is paid $301.64 a week. Manual Rosales is her boss. He pays Alicia."
	Explain to the class that the amount after taxes and social security is less than the amount before taxes and social security.	
	Use a social security card, the U.S. map and the "Pay Check Stub" as a visual to explain...	"Money is taken from your paycheck by the federal and state government for social security U.S. income and state income taxes."
3.	Distribute the "Pay Check Stub" Students can work individually or in pairs to find the requested information...	1) What is the date? 2) Whose pay check is this? 3) How much did Alicia Cannon make before taxes? 4) How much taxes did the government take? 5) How much money did she take home?
4.	Draw simple pictures and use pantomine to explain the definiton of health benefits, say...	"Mission First Class Restaurant pays for health benefits."

PROCEDURE	DIALOG
You might want to name several insurance companies to clarify the meaning of health benefits.	
6. Distribute "Dealing with Employers" in which an employee finds problems with a paycheck.	
Present, practice and review the dialog in pairs as a group, then in pairs.	

Follow-up

1. Orally review the following vocabulary items:
   Pay check; net pay; taxes; take home pay.

2. Write the following sentences on the chalkboard:
   1) I get a pay check.
   2) My net pay is $400 for the week.
   3) I pay taxes.
   4) I take home $301.64.
   Allow the students a few minutes to study the words. Erase the chalkboard. Divide the class into four groups and dictate one sentence to each group. Then have the class select one student from each group to write the correct sentence on the chalkboard.

Lesson 5: Social Security

Objective: ▪To introduce students to procedures for applying for Social Security benefits

Visuals: None

Handout: 7-12 Social Security Benefits

Text: None

Participation: Whole group

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

PROCEDURE	DIALOG
Depending on the language level of you goup, present all or part of the procedures for applying for Social Security benefits. Use pantamine, chalkboard drawings and the "Social Security Benefits" handout to aid in explaining the information and identifying the new vocabulary items...	"A. Call 1-800-234-5772 to find out if you can get social security benefits for retirement (old age) or disability. This information is given in English and Spanish. B. If you are eligible, they will tell you by telephone, or you can go to the Social Security Office. The interview takes 45 minutes to 1 hour.

PROCEDURE	DIALOG
	C. After the interview, you will get a letter in the mail.
	D. Look at the letter. Is it correct? If it is, then sign the letter to get your benefits."

Follow-up

Read the following sentences from the "Social Security Benefits" handouts. The students must match the procedures with the pictures:

- Write "1" in the box next to the picture that says: Call 1-800-234-5772 for social security information for retirement or disability benefits.
- Write "2" in the box next to the picture that says: Go to the Social Security Office for an interview.
- Write "3" in the box next to the picture that says: After the interview you will get a letter.
- Write "4" in the box next to the picture that says: To get your benefits read and sign the letter..

Lesson 6: Thomas Jefferson and the Constitution

Objectives:	▪To teach students about Thomas Jefferson and the Constitution ▪To teach the prepositions BEFORE and AFTER
Visuals:	United States Map (refer to 1-8) Picture of Thomas Jefferson (refer to 6-7)
Handout:	7-13 Time line
Text:	None
Participation:	Whole-group/Pair/Individual
Approximate Time:	1/2 hour
Method of Instruction:	Oral/Visual

	PROCEDURE	DIALOG
1.	For review, ask questions regarding the Declaration of independence and the Constitution...	"Who wrote the Declaration of Independence? When was the Declaration of Independence signed? Where was the Declaration of Independece signed? What is the highest law of the land?"
2.	Show the visual of Thomas Jefferson, and explain that he was the third president of the United States.	

PROCEDURE	DIALOG
3. Use the U.S. map and refer to the "Time Line" handout to explain the following...	"Thomas Jefferson was born in 1743 in Virginia. In 1772 he married Martha Skelton. He wrote well, but he was not a good speaker. He wrote the Declaration of Independence at age 33. In 1801 he was elected President. He served two terms as President. He died on July 4, 1826."
3. To explain the concept of *before* and *after*, draw a timeline on the chalkboard. Point to the dates and ask...	"Was Jefferson married before he wrote the constitution? Was Jeffferson elected President after he was married...?

Follow-up
Present, practice and complete the "Time Line" handout. The class can work individually or in pairs; correct in class.

Lesson 7: Present Tense Negative Statements

Objectives: ▪To teach students present tense negative statements
▪To compare positive and negative statements

Visuals: Occupations (refer to 7-1)
Colored paper

Handout: 7-14 Fill in the Blanks: Positive and Negative

Text: A New Start, Pages 103-104

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/written

	PROCEDURE	DIALOG
1.	Request a student to stand...	"Alicia, stand."
	Ask...	"Is Alicia sitting?"
	The response should be...	"No."
	Select four volunteers to come to the front of the class; inquire...	"Are these students in back of the classroom? Are they outside the classroom? Are they on Maclay Street?
	Finally...	"Are they in front of the classroom?"

PROCEDURE	DIALOG
Give each student a colored paper to hold; inquire...	"Does Alicia have a blue paper?"
The class should respond...	"No, she has a red paper."
Continue with similiar questions.	
Take away a paper form a student, ask...	"Is Alicia holding a paper?"
Give back the paper to the student...	"Now does Alicia have a paper?"
Ask the students to put the paper on top of their heads, inquire...	"Are they holding the paper? Is the paper on the floor? Is the paper on top of their heads?"
Continue until the entire class has had an opportunity to participate, but vary the objects and directions to maintain interest.	
2. Display each of the "Occupations" visuals.	
Say positive and negative statement about each drawing...	"1. Marina likes to teach. She doesn't like to drive a bus. 2. Enrique like to drive a bus. He doesn't like to teach. 3. Frank likes to sit. He doesn't like to get a shot.

PROCEDURE	DIALOG
	4. Roger likes to lie down. He doesn't like to go to the doctor. 5. Jose likes to play the violin. He doesn't like to sing. 6. Henry likes to saw wood. He doesn't like to play the violin. 7. The mailman likes the lady. He doesn't like the dog."
To ensure comprehension, ask questions about the drawings...	"Does Marina like to teach or drive a bus? What doesn't Enrique like to do...?"

Follow-up

1. Present, practice and complete the "Fill-in the Blank: Positive and Negative" handout.

2. A New Start, *A Typical Day*, pp 103-104.

3. Play the game *Simple Simon*.

ORAL EXIT EXAM

OCCUPATIONS

1. What is your occupation?

2. Write "before" and "after" on the chalkboard:
   - What was your occupation before you come to this country?
   - What was your occupation after you come to this country?

3. Request students to look at their "Occupations and Professions" handout. Ask questions about each picture; for example, "What is the policeman doing?"

4. Write on the chalkboard: Teacher's aide wanted to work at Morningside School. Call (818) 555-6708. Ask for Mrs. Rodriguez.
   Ask:
   - What is the job?
   - Where is the job?
   - Who do you ask for?

5. Write the following job application on the chalkboard. Students complete the form:

Name ____________________ ________________________
First Name Last Name

Social Security Number ________________________________

Address ____

Phone (_____) ____

Job I am applying for ________________________________

School(s) I have attended ____________________________

I have worked for ____________________________________

References ____

6. Have students refer to their "Time Card" handout, ask:

- Does a time card show when you worked?
- Did ______ go to work on Monday?
- What days did he go to work?
- On Thursday, when did he work?
- On Saturday, when did he work?
- How many hours did he work?

7. Have students complete a "check" that you have written on the chalkboard:
Mission First Class Restaurant

1212 San Fernando Blvd. San Fernando, CA 91340

_______________ 19 _____

Pay to the order of ______________________________$________

____Dollars

____

CIVICS

1. Who wrote the Declaration of Independence?
2. When was the Declaration of Independence signed?
3. Where was the Declaration of Independence signed?
4. What is the highest law of the land?
5. What are the first 10 amendments called?
6. Was Thomas Jefferson President of the United States?
7. Request the class to look at their time line's ask:
    - Was Jefferson married before he was elected President?
    - Did Jefferson die before or after he was elected president?

STRUCTURE

1. Do you like to go to school?
2. Do you like to get a paycheck?
3. Do you like to pay taxes?
4. Do you like to go to the doctor?
5. [Name of Student] (likes, doesn't like) to go to school.
He or she (does, doesn't like) to go to the doctor.
6. [Names of student] (likes, doesn't like) to get a paycheck.
He or she (likes, doesn't like) to pay taxes.

8
THE BODY

WEEK/MODULE EIGHT

Lessons in this module

HEALTH
1 Body Parts
2 Basic Hygiene

CIVICS
3 The Executive Branch

STRUCTURE
4 Possessive Pronouns/Adjectives

ORAL EXIT EXAM

Lesson 1: Body Parts

Objectives:
- To teach students vocabulary related to body parts
- To review the demonstrative THIS
- To introduce students to the possessive pronouns

Visuals: Post-it notes with body parts printed on them: ear, head, throat, shoulder, arm, elbow, back, stomach, leg, knee, foot
Tape or record of the "Hockey Pokey" (optional)

Handout: Crayons or marking pens and unlined paper.

Text: A New Start, page 89

Participation: Whole-group/pair/Individual

Approximate Time: 1 to 1 1/2 hours.

Method of Instruction: Oral/Visual.

	PROCEDURE	DIALOG
1.	Distribute crayons and paper to the class. Draw an oval shape on the chalkboard. Point to your head and say...	"Head."
	Label the oval *head*.	
	Instruct the class to draw the body part on their paper.	
	Continue drawing until all body parts are named and labeled.	

	PROCEDURE	DIALOG
2.	Ask for a volunteer. Explain that the volunteer will need to stand for several minutes while students "label" parts of his or her body. While pointing to a particular part of his of her body, ask....	"What's this?"
	The class replies...	"Arm."
	Have the student who responds correctly attach that Post-it note to the appropriate part of the volunteer's body.	
	Continue several more times, and then let a student ask the question...	"What's this?"
	Continue until all Post-it notes are attached to the volunteer's body.	
3.	Point and ask the question again, but this time answer...	"It's his leg."
	Repeat the response, and have students repeat...	"It's his leg"
	Continue to ask a few more times...	"What's this?"
	Then have a student ask the question...	"What's this?"
	The class responds with...	"It's his arm. It's his leg..."

PROCEDURE	DIALOG
After completing the exercise, the volunteer removes the Post-it notes.	
As you circulate around the room, vary the questions...	"What's this? Is this his foot? Is this her eye..?"
Encourage students to respond with a variety of answers...	"Arm. It's her chin. This is my shoulder..."
4. Request the class to stand. Explain that you will ask them to touch a particular part of their body...	"Touch your ear." "Touch your leg."
Then ask students to pair-up. Explain that they will take turns instructing one another.	
Choose a volunteer to demonstrate, say...	"Touch your ear. Touch your back..."
Demonstrate a few more times, then tell the class to begin. After approximately ten items (or until interest diminishes), instruct students to exchange roles.	

	PROCEDURE	DIALOG
5.	For an ice breaker, ask the students to assemble in a circle.	
	Sing and demonstrate the song "Hockey Pokey".	
	First help one person act out the song. Quickly assist the next person until the entire group is singing and acting-out the song. Assist with the song as they choose another body part.	
	Keep the momentum going fast so that the students do not loose interest.	
	Continue until all the students have sung once, ending with...	"...You put your whole body in. You put your whole body out. You put your whole body in, and you shake it all about. You do the Hockey Pokey as you turn yourself around. That's what it's all about!."

Follow-up

To review body parts, use A New Start, *Making an Appointment-Illnesses*, page 89.

Lesson 2: Basic Hygiene

Objectives: - To teach students vocabulary related to basic hygiene
- To teach students the possessive objectives

Visuals: Realia: Towels washcloth, soap, toothpaste, toothbrush, shampoo, razor, deodorant, detergent, shaving cream, comb, brush, blow dryer, etc. Store in a box or bag

Handout: 8-1 Hygiene

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual/Written

	PROCEDURE	**DIALOG**
1.	Explain to the class that today's activity involves hygiene. Write the word on the board. Use pantomime and/or simple drawings to explain the meaning...	"Hygiene is what we do to keep clean."
	Ask...	"How many of you work in a hospital or restaurant?
	Explain...	"In a hospital, we wash our hands before seeing patients. In a restaurant we wash our hands before serving customers."
2.	Remove the toiletry and	

PROCEDURE	DIALOG
other items from the box or bag one at a time, say...	"Towel, washcloth..."
Name each item as you put them back into the box or bag.	
Remove them again, ask...	"What's this?"
Select a volunteer to be the instructor. He or she asks...	"What's this?"
The class responds...	"Towel, washcloth..."
Have that student choose the next volunteer. After completion, explain the use of the items...	"We use a toothbrush to brush our teeth. We use a comb to comb our hair..."
After explaining the use of all the items, select a volunteer to come to the front of the classroom.	
Explain that you will choose one item and the student must pantomime how that item is used; for example, the student pantomimes brushing his or her teeth. Assist when necessary.	
Then allow the class to say items for the volunteer to pantomime. You can also reverse the activity——you pantomime the activity, and the students must respond with the name of the item.	

Follow-up

Present and practice the "Hygiene" handout. The class can work in pairs to complete the activity; correct in class.

Lesson 3: The Executive Branch

Objectives: - To introduce students to the Executive branch of government
- To understand the role of the President and Vice-President

Visuals:
Newspaper photograph(s) of the current president and/or vice president
8-2 The White House
Map of the U.S. (refer to 1-8)

Handouts:
8-3 The Executive Branch
8-4 The Executive Branch-Matching

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1 to 1 1/2 hours

Method of Instruction: Oral/Written.

	PROCEDURE	DIALOG
1.		"There are three branches of government."
	List each...	"Legislative, Executive and Judicial. Today we we will talk about the Executive Branch."
	Explain that the Executive Branch carries out the law, and the President and Vice President are part of the Executive Branch. Show the the newspaper photograph or a picture of the current President and/or Vice President, say...	

PROCEDURE	DIALOG
	"This is the President. This is the Vice-President"
Write the words *president* and *vice president* on the chalkboard, explain...	"The president is the leader of the United States. The vice-president helps the president."
Ask...	"Who is the President of the United States?"
Say...	"That's right. The President of the United States is _________"
Ask...	"Who is the Vice-President?"
Say...	"That's right the Vice-President is ______."
Indicate where Washington, D.C. is located on the map...	"The President lives in Washington, D.C."
Show the picture of the White House...	"He lives here in the White House. The White House is very old."
Draw a picture of a calendar to explain...	"The president can only be in office for two terms (8 years)."
Continue...	"The President has 13 cabinet members to help him..."
Depending on the student's	

PROCEDURE	DIALOG
language level you may want to discuss the following information...	"The President picks the 13 Cabinet leaders. They are called Secretaries Secretary of Agriculture, Secretary of Commerce, etc.) They head 13 departments in the cabinet: Agriculture: Helps farmers; takes care of food stamps. Commerce: Deals with companies and trade. Defense: Runs the army, navy and air force. Education: Deals with public schools. Energy: Deals with fuel and electricity. Health and Human Services: Deals with social security and makes sure food is safe. Housing and Urban (city) Development: Helps build houses and lends money for houses. Interior: Deals with parks and water. Justice: Deals with the law. Labor: Deals with jobs. State: Watches over the United States and other countries. Transportation: Handles highways, cars, airplanes and trains. Treasury: Deals with money and taxes."

Follow-up

1. For review, distribute and explain the "The Executive Branch" handout.
2. List and review the following vocabulary items: Executive, Branch, President, Washington D.C., White House, terms of office, Vice-President, cabinet members, departments.
3. Present "The Executive Branch-Matching" handout. Students can work in pairs to complete; correct in class.

Lesson 4: Possessive Pronouns/Adjectives

Objectives:
- To teach students the possessive pronouns MINE, OURS, YOURS, HIS, HERS, ITS and THEIRS
- To teach students the possessive adjectives MY, OUR, YOUR, HIS, HER, IT
- To enable students to understand the difference between the possessive pronoun and adjective

Visuals: None

Handout: Possessive Adjective; Possessive Pronouns

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral

	PROCEDURE	DIALOG
1.	Touch your nose and say...	"This is my nose. This is mine."
	Continue with several other parts of the body, then ask a student...	"Is this your hand?"
	The student should respond with...	"Yes, this is my hand."
	...or...	"Yes, this is mine."
	Continue with...	"This is her hair. This is his. This is ours..."
2.	With the student's permission	

PROCEDURE	DIALOG
pick up his or her book, pen, or papera ask...	"Is this Ana's book? Is this her watch? Is this her pen...?"
Class responds with...	"Yes, it's hers."
3. Write the structure on the chalkboard:	

	my	your	their	our	her	his
This That	toothbrush	shampoo	towel	soap	brush	comb

Use the grid to practice...	"This is my toothbrush. That is your shampoo..."

Follow-up

Present, practice and complete the "Possessive Adjectives; Possessive Pronouns" handout. Students can work in pairs; correct in class.

ORAL EXIT EXAM

HEALTH

1. The class stands to indicate the following body parts: Chest, shoulders, leg, thigh, knee, ankle, nose, head, finger, wrist, hair, mouth, eyes, lip, ear, foot, hand, back, elbow.

2. Use pictures, if necessary, to help students answer the following questions:

   - What does (students' name) use to comb his or her hair?
   - What does (students' name) use to dry himself or herself?
   - What do you use to wash your hair?
   - What do you use to shave your face?
   - What do you use to dry your hair?
   - What do you use to lather your beard?
   - What do you use to wash your clothes?
   - What do you use to smell good?
   - What do we use to brush our teeth
   - What do we use to wash our hands?
   - What do they use to brush their hair?
   - What do I use to clean my teeth?

CIVICS

1. The president is in the (Executive, Judicial, Legislative) branch of the government.

2. Who is the President of the United States? What does he do?

3. Who is the Vice President of the United States? What does he do?

4. Who lives in the White House?

5. How many terms is the president in office?

6. Do the cabinet members help the president?

7. How many cabinet members are there?

STRUCTURE

Write the following sentences on the chalkboard. Have the class write the answers on the chalkboard:

1. This is my pen. This is ______________.
(my, mine)

2. Is this your sandwich? Is this ___________?
(your, yours)

3. Are these his papers? Are these ___________?
(his, he)

4. That car is yours. That is ___________ car.
(you, your)

5. That paper is hers. That is ___________ paper.
(her, hers)

6. Is this book mine? Is this ___________ book?
(my, mine)

7. This classroom is ours. This is ___________ classroom.
(our, ours)

WEEK/MODULE NINE

Lessons in this module:

HEALTH
1 Symptoms and Illnesses
2 Medicine Labels
3 General First Aid and Emergency Procedures

CIVICS
4 The Judicial System

STRUCTURE
5 VERY, TOO, ENOUGH

ORAL EXIT EXAM

Lesson 1: Symptoms and Illnesses

Objectives:
- To teach the structures HOW...?
- To introduce students to vocabulary used in medical settings
- To enable students to identify symptoms of various illnesses
- To teach the names of common illnesses

Visuals: Five Scene Sequence Pictures
- 9-1 He Has a Bad Sore Throat
- 9-1 He's Calling the Doctor
- 9-1 He's Waiting for the Doctor
- 9-1 The Doctor is Giving Him a Shot
- 9-1 He's Feeling Better Now

Handout: 9-2 Aches and Pains

Text: A New Start, page 89

Participation: Whole-Group/Pair/Individual

Approximate Time: 1 to 1 1/2 hours

Method of Instruction: Oral/Visual

	PROCEDURE	**DIALOG**
1.	Inquire as you walk around the classroom...	"How are you?"
	Direct students to respond...	"I'm fine. How are you?"
	Students pair up to ask and respond to the question...	"How are you?"
	Then students ask you...	"How are you?"
2.	Look sick, touch your head and say...	"Not good."

	PROCEDURE	DIALOG
	Direct students to ask...	"What hurts?"
	Respond with...	"I have a headache."
	Follow procedure #2 for *earache*, *stomachache*, and *backache*.	
3.	Look as if you are in pain.	
	Point to your throat, ask...	"What hurts?"
	Direct the class to reply...	"You have a sore throat."
	Continue pointing to body parts while students name the problem...	"You have a sore arm. You have a stomachache..."
	Have one class member ask another...	"What hurts?"
	A student can respond with...	"I have a sore throat..."
4.	Instruct the class to pretend they are sick.	
	Ask a student...	"How do you feel?"
	Direct the student to respond...	"I'm sick."
	State and ask...	"Marie is sick. How does she feel?"
	The class should reply...	"She's sick."
	Continue with...	"How does he feel? How do they feel...?

	PROCEDURE	DIALOG
	To ensure comprehension, write the structure HOW...? on the chalkboard and review.	
5.	Use the "Five Scene Sequence "Pictures as follows:	
	Hold up the first picture, say...	"He has a bad sore throat."
	The class repeats...	"He has a bad sore throat."
	Hold up the second picture, say...	"He's calling the doctor."
	The class repeats...	"He's calling the doctor."
	Hold up the first and second pictures again, say...	"I have a headache" "I'm calling the doctor"
	Continue as above with the next three pictures...	"He's waiting for the doctor. The doctor will give him a shot. He feels better now."
	Finally, have the class repeat the sequence without teacher assistance.	
	You might want to write the correct sentence order on the chalkboard, and use several of the sentences for a dictation exercise.	

Follow-up

1. A New Start *Illness*, page 89.
2. Present and practice the "Aches and Pains" handout; correct in class.

Lesson 2: Medicine Labels

Objectives: ▪To enable students to accurately read medicine labels
▪To teach students about dosages and warnings

Visuals: Realia - Empty containers of prescription medicine

Handout: 9-3 Medicine Label

Text: A New Start, pages 95-97

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual.

	PROCEDURE	DIALOG
1.	Display the prescription medicine, say...	"I take medicine when I am sick."
	Read and explain the labels. You may have to simplify the directions; for example...	"Take 1 tablet every four hours for a headache."
2.	Distribute the "Medicine Label" handout.	
	Identify and discuss the patient's name, the name of the physician, the date, where the prescription was filled, the dosage and the warning.	

PROCEDURE	DIALOG
Ask students comprehension questions regarding the information...	"1) What is the name of the pharmacy? 2) What is the address? 3) What is the phone number? 4) What is the prescription number? 5) Who is the doctor? 6) Who is the medicine for? 7) When should she take it? 8) How many refills can she get? 9) What is the date? 10) How many tablets are there? 11) What is the warning?"

Follow-up

Present A New Start, *Reading Medicine Labels*, pages 95-97. Students can work individually or in pairs; correct in class.

Lesson 3: General First Aid and Emergency Procedures

Objectives:
- To introduce students to vocabulary used in general first aid and emergency procedures
- To enable students to report an emergency
- To teach students about emergency numbers

Visuals: Realia:
- A long object such as the classroom yardstick
- Towel
- Telephone book.
- First aid kit, ace bandage or strips of cloth

9-4 911 in Spanish

First Aid and Emergency Review:
- 9-5 Drowning
- 9-5 Broken Arm
- 9-5 Telephone 911

Handout: 9-6 Drowning——Rescue
9-7 First Aid

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1 1/2 to 2 hours.

Method of Instruction: Oral/Visual.

PROCEDURE	DIALOG
1. Arrange the classroom desks in a semi-circle. Direct a role play situation in which you demonstrate and direct the action: The scene is a summer	

PROCEDURE	DIALOG
day (you might want to draw the sun on the chalkboard).	
Choose several students to be family and friends gathered around a swimming pool. Designate one student as the person who will need help.	
Have this student swimming, then he or she begins to have trouble, e.g. cramps.	
The victim grasps a long object, is pulled out of the water, lies down on a towel on his or her back, and coughs and gasps for air.	
Ask...	"Are you okay?"
The victim shakes his head indicating...	"Yes!"
Role play the same scene with other students until comprehension is ensured.	
Exaggerate your breathing and explain that if the victim is not okay, mouth-to-mouth rescue would be necessary.	
Distribute the "Drowning—Rescue" handout.	
Present, practice and review the vocabulary items...	

PROCEDURE	DIALOG
	"First Aid; victim; push; long stick; breathing; not breathing; mouth to mouth rescue."
Students can work individually or in pairs; correct in class.	
2. If you have a first aid kit, remove its contents or have a volunteer remove the contents and names and describe each item...	"This is a bandage. It is used for a cut..."
Pass each item around the classroom. Then collect the items, putting them back in the first aid kit.	
Ask for a volunteer to go to the kit, remove and name each item.	
3. Select a volunteer to role play the victim of a fractured or broken arm. Use the ace bandage or strips of cloth to demonstrate the procedure for keeping the arm immobile.	
Show the "First Aid" visual [9-5] so that the class can see what you did, say...	"Do not set the bone. Tie the arm to the body. Use a belt or strip of cloth."
Check for comprehension...	

	PROCEDURE	DIALOG
		"Do you set the bone? What do you use to tie the arm to the body...?
3.	Display the phone book.	
	You may want to have the students write down the police and fire department numbers for their area.	
	Then explain...	"For emergencies dial 911."
	Distribute the "9-1-1" handout [9-4] for the students' reference.	

Follow-up
Use the three "First Aid and Emergency Review" visuals for review:

1. If the victim is drowning, use a long stick to get him or her out of the water. If he or she is not breathing, use mouth to mouth rescue [9-6 Drowning].
2. If the victim has a broken arm, tie the arm to the body [9-6 Broken Arm].
3. If you cannot help and it is an emergency, call 9-1-1 [9-6 9-1-1].

Lesson 4: The Judicial System

Objectives:
- To introduce students to the judicial branch of government
- To enable students to ask and answer question words

Visuals: 9-8 The Courtroom

Handouts:
9-9 The Judicial Branch
9-10 Judicial Branch Fill-in

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1/2 to 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Distribute the "The Judicial Branch" handout. Ask the class to point to the executive, legislative and judicial branches, say...	"There are three branches of government—the executive, legislative, and judicial branches. We learned that the executive branch is made up of the president, vice-president and cabinet. Today we will learn about the Judicial Branch."
2.	Display the "The Courtroom" visual, and explain the scene...	"This is a courtroom. This is the judge and the jury. This man is on trial..."

	PROCEDURE	DIALOG
3.	List the vocabulary items on the chalkboard, and model the words for the students to repeat...	"Judicial Branch; laws; Supreme Court; District Courts."
	Explain their meanings in the order written. You might want want to draw simple pictures to aid in your explanation...	"The judicial branch judges laws (says yes or no to a law). Laws tell us what to do. The Supreme Court is the highest court in the land. There are nine people (judges) on the Supreme Court. The Chief Justice heads the Supreme Court. The District Courts are lower courts..."
	Randomly define the words.	
	Students then recall the words to which you are referring.	
5.	To check for comprehension, ask...	"1) Does the Supreme Court belong to the judicial or legislative Branch? 2) To what branch does the District Court belong? 3) Is the Supreme Court higher or lower than the District Court? 4) Is the District Court higher or lower than the Supreme Court?"

Follow-up

Present, complete and check the "Judicial Branch Fill-In" handout. Students can work in pairs or individually.

Lesson 5: VERY, TOO, ENOUGH

Objectives: ▪To teach students the meanings of VERY, TOO, ENOUGH.
▪To review the meaning of the question word HOW...?

Visuals: TOO, VERY, ENOUGH:
9-11 TOO
9-11 VERY
9-11 ENOUGH

Handout: None

Text: A New Start, pages 79, 119, and 121.

Participation: Whole-group/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral/Visual/Written

	PROCEDURE	**DIALOG**
1.	In a loud voice say...	"I'm talking too loud!"
	Ask in a low voice...	"Now am I talking too loud?"
	Point to a student who is not talking, ask...	"Is Maria too loud?"
	Ask that student to say her name...	"Is Maria too loud?"
	Ask that student to say her name loudly...	"Now is Maria too loud?"
	Continue until the class understands the meaning of *too*.	

	PROCEDURE	DIALOG
	Display the first visual from the "TOO, VERY, ENOUGH" handout, say...	"He is too loud."
	Class repeats...	"He is too loud."
	Write on the chalkboard...	"He is too loud."
	Give other examples using TOO...	"I am too hot. I am too cold..."
	Depending on the language level of your class, you may want to introduce TOO as in *I am cold too.*	
2.	Display the second visual. Repeat as above, writing the structure...	"He is very wet."
	Check for comprehension by varying the structure...	"Who is very wet? Are you very wet? They are very wet..."
	Give other examples using VERY...	"Maria is very pretty. Juan is very smart..."
3.	Display the third visual and continue as in procedures #1 and #2.	
	Write the structure...	"I have enough books."
4.	Dictation: Inform the class that they must study the words on the chalkboard for a dictation exercise. Use the sentences...	"1) He is talking too loud.

PROCEDURE	DIALOG
	2) He is very wet. 3) I have enough books."
Students write the answers on the chalkboard after the dictation is completed.	

Follow-up

1. To review the structure TOO: A New Start, *Rejecting Something Politely*, page 119 and *Buying a Pair of Shoes*, page 121.

ORAL EXIT EXAM

HEALTH

1. How are you?
2. How do you feel?
3. Do you feel sick?
4. Point to the part of your body that shows:
    - You have a headache.
    - You have a sore throat.
    - You have a sore arm.
    - Your ear aches.
    - Your stomach hurts.
    - You have a toothache.

5. Write on the chalkboard:
   For Sylvia Rodriguez. Take 2 tablets at night every Tuesday and Thursday.
   Answer the questions:
    - How many tablets should Sylvia take?
    - Should she take the tablets in the day or evening?
    - On which days should she take the tablets?

6. Write: *9-1-1*; *mouth-to-mouth rescue; broken arm* on the chalkboard:
    - When I help someone get air with my mouth, what am I doing?
    - If someone is in the water and needs help, what may be wrong?
    - What number do I call to get someone help?

CIVICS

1. Name the three branches of government.
2. Which branch has judges and courts?
3. Name the highest court in the land.

STRUCTURE

1. How do you come to school?
2. How do you go home?
3. [Whisper] Am I too loud?
4. [Shout] Now am I too loud?
5. Raise your hand if you have enough books.
6. Is Maria (enough, very) pretty/handsome?
7. Do you have (very, enough) pencils?

10
MORE HEALT

WEEK/MODULE TEN

Lessons in this module:

HEALTH

1 Prescriptions Versus Non-Prescription Drugs
2 Medicine Specialists
3 Appointments
4 Immunization
5 Insurance
6 Medicare/Medi-Cal
7 Nutrition

CIVICS

8 Legislative Branch

STRUCTURE

9 BEFORE/UNTIL/AFTER
10 HAVE TO...; OUGHT TO...; SHOULD

ORAL EXIT EXAM

Lesson 1: Prescription Versus Non-Prescriptions Drugs

Objectives:
- To review body parts
- To teach vocabulary associated with medicine
- To enable students to understand the difference between prescription and non-prescription drugs.
- To enable students to get prescriptions filled at a pharmacy.

Visuals: Realia: Containers of aspirin, cold medicine, etc.; empty containers of prescription medication
Red Post-it dots

Handout: None

Text: A New Start, page 95.

Participation: Whole-group/Individual

Approximate Time: 1 hour.

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Review body parts by instructing students to point as you say...	"Point to your head, arm..."
2.	Place your hand on your head and look uncomfortable as you model how it must feel to have a headache. Ask a volunteer to come to the front of the class and pretend to have a headache...	"Antonio has a headache."

	PROCEDURE	DIALOG
	Stick a red Post-it dot on the volunteer's head.	
	Ask the class...	"What's wrong with Antonio?"
	Elicit the response...	"Antonio has a headache."
3.	List the location and pain on the chalkboard:	
	Body Part Pain head headache	
	Continue until the head, stomach, throat, ear and tooth have red dots attached to them, and the items are listed on the chalkboard:	
	Body Part Pain head headache stomach stomachach throat sore throat ear earache tooth toothache	
	Say...	"Now let's help Antonio feel better. Here is some medicine he can take"
	Say the names of the medication...	"Aspirin, cold medicine..."
	The class repeats the names, then say...	"Antonio can take aspirin for his headache."
	Open the bottle and pretend to give aspirin to the student...	"Antonio is taking aspirin."

PROCEDURE	DIALOG
Ask...	"Is Antonio taking aspirin?"
The class should respond...	"Yes."
Ask...	"What is Antonio taking?"
The class should respond...	"Aspirin."
Ask the volunteer...	"What are you taking?'
The response should be...	"Aspirin."
Write *Medicine* on the chalkboard and next to *headache* write *aspirin.*	
Remove the red dot from the student's head...	"Ahh, much better!"
Continue, as above, for the stomach and throat.	
On the chalkboard, draw a line under throat so that the diagram appears like this:	

Body Part	Pain	Medicine
head	headache	aspirin
stomach	stomachache	alka seltzer
throat	sore throat	cold medicine
ear	earache	
tooth	toothache	

PROCEDURE	DIALOG
Say...	"For your earache, you must see a doctor. He will give you 'prescription' medicine."
Select a volunteer to role play the doctor. Direct the "doctor" to pretend to write out a prescription for medicine.	
Then say...	"Take this prescription to the pharmacist."

Follow-up
A New Start, *Getting a Prescription*, page 95.

Lesson 2: Medicine Specialists

Objectives:
- To review vocabulary related to illness and symptoms
- To teach vocabulary related to medicine specialists and medical facilities.
- To teach the structure TO HAVE

Visuals: None

Handout: 10-1 What's Wrong?

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Written

	PROCEDURE	**DIALOG**
1.	Walk around the classroom asking...	"How are you?"
	Direct the students to respond with...	"Fine thanks, and you?"
	Look sick. Touch your ear and say...	"Not good."
	Direct students to ask...	"What wrong?"
	Say...	"I have an earache."
2.	Write, *What's wrong?* on the chalkboard. Underneath write, *I have an earache*, then say...	"I have to go to the doctor for my earache."

	PROCEDURE	**DIALOG**
	Write *Doctor* next to *What's Wrong?*, say...	"He's called an Ear, Nose and Throat Doctor."
	Point to your ear, nose and throat, and underneath *Doctor* write *Ear, Nose and Throat Doctor*, say...	"For my earache I have to go to an Ear, Nose and Throat Doctor."
	Test for comprehension by asking...	"Who do you go to for an earache?"
3.	Repeat procedure #2 for *teeth, eyes,* and *baby*...	"1) I have a toothache. I have to go to the dentist. 2) I need glasses. I have to go to the optometrist. 3) The baby is sick. She has to go to the pediatrician."

4. Review the chart:

What's wrong?	Doctor
I have an earache	Ear, Nose and Throat Doctor
I have a toothache	Dentist
I need glasses	Optometrist
The baby is sick	Pediatrician

PROCEDURE	DIALOG
Test for comprehension...	"I have a toothache. Do I go to the dentist or optometrist...?"

Follow-up

1. Present, practice and complete the handout "What's Wrong?" Students can work individually or in pairs; correct in class.
2. Depending on the language level of your class, you might want to draw simple pictures or use examples to introduce the vocabulary item *hospital* and *clinic*; for example, if someone in your class is pregnant, obtain their permission to say, "_______ is having a baby. She will have her baby in the hospital."

Lesson 3: Appointments

Objective: ■ To enable students to make a doctor's appointment

Visuals: Two telephones (optional)
Poster of the human body (optional)
Red Post-it dots

Handout: 10-2 A Doctor's Appointment

Text: A New Start, pages 86-89

Participation: Whole-group/Pair/Individual

Approximate Time: 1 to 1 1/2 hours

Method of Instruction: Oral/Visual

PROCEDURE	DIALOG
1. Move two desks in front of the classroom. If available, place a telephone on each each desk. Act sick, hold your stomach, and explain...	"I have a stomachache. I need to call the doctor."
Draw a simple figure on the chalkboard or display a poster of the human body. Indicate the stomach area with a red dot.	
Role play the patient and and the receptionist: Inform the class that your doctor's name is Dr. Garcia.	

PROCEDURE	DIALOG
Dial the doctor's number. Run to the other phone and answer...	"Doctor Garcia's office."
Run to the other phone...	"Hello, I'm a patient of Dr. Garcia. My name is Jerry Smith. I have a stomachache. May I see the doctor?"
Run to other phone...	"Please hold... I'm sorry. The doctor is busy all day."
Run to the other phone...	"I need to see the doctor, I have a bad stomachache. Please ask the doctor if he will see me."
Run to the other phone...	"Just a minute. I'll ask the doctor... Okay, the doctor will see you at 4:00 today."
2. Distribute "A Doctor's Appointment".	
Present, practice and review the dialogue.	
Ask a student...	"Where do you hurt?"
Have the student place a red sticker on the poster or drawing in the area indicated. Refer to the handout as he or she role plays the patient and you role play the part of the nurse.	

PROCEDURE	DIALOG
Guide the student through the dialogue. Upon completion, request the student to choose the next volunteer, and repeat the procedure. After comprehension is ensured, direct the students to say the dialogue in pairs.	

Follow-up
A New Start, *Making an Appointment*, pp 86-89.

Lesson 4: Immunization

Objectives:
- To teach vocabulary related to immunization
- To teach the grammatical structure BEFORE
- To enable students to determine when to be immunized
- To enable students to understand the immunization procedures for children entering school

Visuals:
10-3 A Flu Shot
Immunization Procedure:
  10-4 #1
  10-4 #2
  10-4 #3
  10-4 #4
  10-4 #5

Handouts:
What's Wrong? (refer to 10-1)
10-5 At the Doctors Office
10-5 Text to Accompany "At the Doctor's Office" (for teacher use)
10-6 Immunization
10-7 AIDS Project L.A.

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1 to 2 hours

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Use "What's Wrong" to review symptoms and illnesses.	
2.	Select a student to come to the front of the classroom, ask...	

PROCEDURE	DIALOG
	"Do you want to get the flu?"
Expect a response of...	"No!"
Show the visual "A Flu Shot"...	"This boy doesn't want the flu either, so he is getting a flu shot."
Ask the volunteer...	"Do you want to get a flu shot?"
If the student replies...	"Yes."
...pantomime giving him or her a shot.	
Circulate around the classroom asking...	"Do you want to get a shot?"
"Innoculate" the students who respond...	"Yes."
The students can then pair up to ask...	"Do you want to get a flu shot?"
3. Depending on the language level of your group, present some or all of the following information regarding immunization of school age children:	
Inquire...	"How many of you are parents?"

PROCEDURE	DIALOG
Explain...	"Los Angeles and San Fernando schools say that your child must get shots and a test before going to school. The names of the shots are: 1. DPT [Diphtheria, Pertussin, Typhoid] 2. Polio 3. MMR [Measles and Mumps] The name of the test is TB [Tuberculosis] When your child get the shots, you will get a yellow card. The doctor writes down the name of the shots and test on the yellow card. Bring the card to school. You must have the card before your child can go to school."
Use the "Immunization Procedure" visuals to reinforce the steps involved for proof of vaccination. Jumble the order, and then have five students reorganize the pictures.	

Follow-up

1. Present, practice and complete the "Immunization" handout; correct in class.
2. Present, practice and complete "At the Doctor's Office".
3. Distribute the information regarding AIDS Project Los Angeles.

Lesson 5: Insurance

Objectives:
- To introduce students to vocabulary related to insurance
- To enable students to fill out health insurance forms

Visual: Patient Claim Form transparency to be used with an overhead projector (optional)

Handout: 10-8 Patient Claim Form

Text: None

Participation: Whole-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual/Written

PROCEDURE	DIALOG
1. Pantomime and/or draw simple chalkboard pictures to aid in explaining the meaning of health insurance...	"We have insurance to help pay the bills when we are sick."
Ask...	"Who has health insurance?"
Write several names of health insurance companies as examples.	

PROCEDURE	DIALOG
2. Display the "Patient Claim" Form" handout. If possible use an overhead projector and transparency to clarify the handout (or write the information on the chalkboard). Explain the vocabulary items and how to complete the form. Review several times until comprehension is ensured.	

Follow-up

Distribute copies of the handout. Have students sit in pairs. One student pretends he or she is the patient. The other person fills in the form. Circulate around the classroom to make certain the forms are filled in correctly.

Lesson 6: Medicare/Medi-Cal

Objectives:
- To enable students to understand the difference between Medicare and Medi-Cal
- To teach students vocabulary related to health insurance

Visuals: None

Handout: Medi-Cal/Medicare:
  10-9 Medi-Cal vs. Medicare
  10-9 Matching

Text: None

Participation: Whole-group/Pair

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
	Depending on the language level of your group, present all or part of the following information regarding Medi-Cal and Medicare:	
1.	Distribute the "Medi-Cal vs. Medicare" handout.	
	Present practice and review the vocabulary items...	"Disabled: People who cannot use a part of their body. Foster care: Places that care for children who have no mother and father.

PROCEDURE	DIALOG
	County welfare: They help people who do not have a lot of money. Health insurance: Pays for doctors and hospitals. Social Security: You put money into social security when you work. You get the money back when you are 65."
Use the handout to aid in explaining the differences between Medi Cal and Medicare...	"MEDI-CAL pays the doctor and hospital bills for some people who live in California. Some people who use MEDI-CAL: 1. People 65 or older who are blind or disabled. 2. People who get AFDC (Aid to Families with Dependent Children). 3. Children in foster care. Go to the County Welfare Office to get Medi-Cal."
Continue...	"MEDICARE is federal health insurance for people over the age of 65. Go to the Social Security Office to get MEDICARE."

Follow-up

Students can work in groups to complete the "Matching" handout.

Lesson 7: Nutrition

Objectives: ▪To introduce students to vocabulary related to nutrition
▪To introduce students to the five basic food groups

Visuals: Realia: Examples of food from each of the five basic food groups
Food Groups:
- 10-10 Milk Group
- 10-10 Meat Group
- 10-10 Vegetable Group
- 10-10 Fruit Group
- 10-10 Bread and Cereal Group

Handout: 10-11 Five Basic Food Groups

Text: None

Participation: Whole-group/Individual/Small-group

Approximate Time: 1 hour

Method of Instruction: Oral/Written

	PROCEDURE	**DIALOG**
1.	Inform students...	"Today we will talk about eating good food."
	Explain that food can be categorized into five groups. Write the five groups on the chalkboard...	"Milk, Meat, Fruit, Vegetables, Bread."
	List examples under each food group...	

PROCEDURE	DIALOG
	"Milk Group: Milk, cheese, ice cream Meat Group: Meat, fish, poultry Fruit Group: Oranges, apples Vegetable Group: Peas, carrots Bread and Cereal Group: Tortillas, bread, cornflakes"
Point to the real food, ask...	"What group does this belong to?"
If a student answers correctly, list the food and give it to him or her.	
2. Display the "Food Group" visuals. Instruct the class to identify each of the foods from the drawings; Explain...	"We need to eat something from each of the food groups every day. This is called a well-balanced diet."
Work with the class to create a well-balanced meal.	
3. Distribute copies of the "Five Basic Food Groups" handout. Divide the	

PROCEDURE	DIALOG
class into three groups. Explain to the class that in this group activity, they will work together to create a well-balanced meal. Ask each group to create. a menu for breakfast, lunch and dinner. Check to see that each meal is covered by at least one group. Assist students by circulating among the groups. Upon completion, ask each group to elect one person to present the meal to the class. Have a second representative write the ingredients of the meal on the chalkboard. Encourage classmates to ask for clarification and give classmates feedback. After all the meals have been created, check to see which groups created a well-balanced meal.	

Follow-up

Have students return to their desks and write down the items they ate at their last meal. Then they can compare it with the requirements for a well-balanced diet".

Lesson 8: Legislative Branch

Objective: ■To introduce students to the legislative branch of government

Visuals: None

Handout: 10-12 The Legislative Branch
10-13 The Legislative Branch Matching

Text: None

Participation: Whole-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral

	PROCEDURE	DIALOG
1.	Distribute "The Legislative Branch" handout.	
	Instruct the class to point to the various components of the chart, including the executive, judicial and legislative branches; review...	"There are three branches of government. Point to the executive branch, judicial and legislative branch"
	Ask...	"Which branch has the President, Vice President and Cabinet? Which branch has the Supreme Court and lower courts?

	PROCEDURE	DIALOG
2.	Say...	"Today we will learn about the legislative branch."
	List the vocabulary items...	"1) Legislative Branch 2) House of Representatives 3) Senate 4) elects"
	Explain...	"The legislature has two *houses*—the Senate and the House of Representatives. Two senators are elected (chosen) from each state, and one or more representatives are elected from each state."
	To test for comprehension, ask Yes/No questions...	"1. Does the legislative branch carry out the laws? 2. Are there two houses? 3. Is one house called the senate? 4. Is one house called the court? 5. Are there three senators elected from each state?"

Follow-up

Present, practice and complete the "Legislative Branch Matching" handout; correct in class.

Lesson 9: BEFORE/UNTIL/AFTER

Objectives:
- To provide students with practice using the structures BEFORE/UNTIL/AFTER in a situational context
- To teach the difference between BEFORE/UNTIL/AFTER

Visuals: None

Handout: 10-14 BEFORE/UNTIL/AFTER

Text: None

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1/2 to 1 hour

Method of Instruction: Oral/Written

PROCEDURE	DIALOG
1. Present numerical examples to teach the prepositions BEFORE and AFTER...	"One comes before two. Two comes after one."
To demonstrate the prepositions, select five volunteers to line up in front of the class...	"Maria, Tony, Rachel, Sandy, and Jesus, please come to the front of the class."
Point to the students as you say...	"Before they were sitting down. They came to the front of the class after I said, '...please come to the front of the class.'"

	PROCEDURE	DIALOG
	Think up as many examples as you can to demonstrate BEFORE and AFTER until comprehension is ensured.	
2.	To introduce the preposition UNTIL, draw a large dot on the chalkboard...	"UNTIL means up to this point."
	To further demonstrate, give one student an object to hold...	"Maria is holding a pencil...
	Take away the object...	"... until I took the pencil away from her."
3.	Review the differences between BEFORE, UNTIL and AFTER until comprehension is ensured.	

Follow-up

Present and practice the "BEFORE/UNTIL/AFTER" handout. Students can work in groups or pairs to complete; correct in class.

Lesson 10: HAVE TO...; OUGHT TO...; SHOULD

Lesson 10: HAVE TO...; OUGHT TO...; SHOULD

Objective: ▪To provide students with practice using the structures HAVE TO...., OUGHT TO... and SHOULD

Visuals: None

Handout: Jazz Chants:
10-15 "The Beaches of Mexico"
10-15 "Mama Knows Best"
10-16 SHOULD
10-17 HAVE TO...; OUGHT TO...; SHOULD

Text: None

Participation: Whole-group/Pair/Small-group/Individual

Approximate Time: 2 hours

Method of Instruction: Oral/Written.

	PROCEDURE	**DIALOG**
1.	Introduce and explain the infinitive HAVE TO.	
	Demonstrate its use...	"I/you/we/they have to go to school. He/she/it has to..."
	Check for understanding...	"I have to go to school. Do they... Do you..."
	The students respond with...	"Yes. I have to go to school. They have to..."
2.	Present, practice and review the Jazz Chant "The Beaches	

of Mexico" (this chant provides practice in the present perfect pattern).

3. Introduce OUGHT TO and SHOULD.

   Explain that there is very little differences between the two verbs, except that *ought* is used with *to* and *should* is used alone*

4. Give examples to stress the differences between HAVE TO, OUGHT TO and SHOULD...

   "I have to go to school.
   I ought to go to school.
   I should go to school."

   Emphasize HAVE TO as the "strongest" of the three verbs...

5. Arrange the seating in small groups; Present practice and complete the "SHOULD" handout.

Follow-up

1. Distribute the "HAVE TO...; OUGHT TO...; SHOULD" handout. Students can works in groups or pairs to complete; correct in class.
2. Present and practice "Mama Knows Best". This chant provides practice in the use of the modal auxiliaries SHOULDN'T and OUGHT TO when giving advice.

---

* According to the Oxford Dictionary (1985) OUGHT TO indicates duty or obligation. "You ought to start at once:" what is advisable, desirable or right. "You ought to be prompt:" and probability, "He ought to win the race." SHOULD expresses obligation or compulsion. "I should go to the store" and is used after how and why. "How should I know? Why should you think that?"

ORAL EXIT EXAM

HEALTH

1. Do you take aspirin for your headache?
2. Who gives you a prescription for medicine?
3. Do you go to a pediatrician for a stomachache?
4. Who do you go to for a toothache?
5. Select one or more students to role play "Making an Appointment" (A New Start, page 87).
6. If you get a flu shot, will you get the flu?
7. Does your child get vaccinated before he or she goes to school?
8. Name a medical insurance company.
9. (Medi-Cal, Medicare) is for people over 65.
10. (Medi-Cal, Medicare) is for families on AFDC.
11. Name the five basic food groups and give an example of each.

CIVICS

1. Does the legislative branch make the laws or judge the laws?
2. How many houses does the legislative branch have?
3. What are the names of the two houses?
4. How many senators are elected from each state?

STRUCTURE

1. Dinner comes (before, until, after) lunch.
2. I was sick (before until, after) I went to the doctor.
3. I (have, should) go to the doctor.
4. The baby (ought, should) to go to the pediatrician.
5. Maria (has, have, should) to get a prescription.

11
TRANSPORTATION

WEEK/MODULE ELEVEN

Lessons in this module:

TRANSPORTATION

1. Public Transportation
2. Private Transportation
3. Drivers License
4. Insurance
5. Safety

CIVICS

6. Interrelations of the Executive, Judicial and Legislative Branches

STRUCTURE

7. Idioms: GO
8. Prepositions

ORAL EXIT EXAM

Lesson 1: Public Transportation

Objectives: ▪To introduce students to vocabulary related to public transportation
▪To enable students to carry on a conversation regarding riding the bus

Visual: 11-1 The Bus

Handouts: 11-2 Conversation: At the Bus Stop
Action English
11-3 "A Rough Bus Ride"
11-3 "Taking the Plane"

Text: A New Start, page 62.

Participation: Whole-group/Pair

Approximate Time: 1 to 2 hours

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Display the "The Bus" visual.	
	Write the target word on the chalkboard.	
	Read the word. The class listens. Read the word again. The students repeat...	"Bus"
	Ask the class as a whole and individually...	"Do you ride the bus?"
	Select several students to ask their classmates...	"Do you ride the bus?"

	PROCEDURE	DIALOG
	Continue until all students have had an opportunity to ask or respond to the question.	
2.	Write the dialogue from the handout "Conversation: At the Bus Stop" on the chalkboard.	
	Request that the students listen first and then repeat the dialog.	
	Ask questions regarding the content...	"Who rides the bus to school? Who walks to school? Does Miguel say goodbye?"
	Ask the class to stand, and explain that they will be "acting out" the story; for example, when asked...	"Do you ride the bus?"
	The other person responds with...	"No... I walk."
	He or she then walks away.	
	Ask students to choose a partner. Distribute the handout.	
	Explain that they will reverse roles after the first person completes his or her part. Circulate around the room, and assist when necessary.	

PROCEDURE	DIALOG

3. Present the sequence of events for Action English, "A Rough Bus Ride":

1) You're waiting for a bus.
2) The bus comes.
3) You get on the bus.
4) You pay the bus driver.
5) You ask for a transfer
6) You fall down
7) It hurts!
8) You tell the bus driver to slow down.
9) You sit down
10) You look out the window
11) You bounce around
12) You watch for Polk Street.
13) You ring the bus driver to stop
14) You stand up
15) You go to the door
16) You step down
17) You push open the door
18) You're out!
19) You wipe your brow.

Isolate any new or difficult words.

Present the text and model the action.

Ask the class to demonstrate the actions as you present the text.

Once students are able to respond to the pictures, they can direct you.

PROCEDURE **DIALOG**

Finally, distribute student copies of "A Rough Bus Ride".

Have the class fill in the text in the spaces provided.

Follow-up

1. If students appear interested, present "Taking the Plane". The following sequence of events can be used:

   1) You're going on a plane.
   2) You get on the plane.
   3) You loookfor a seat
   4) You sit down.
   5) You fasten the seat belt.
   6) It's too tight.
   7) You loosen the seat belt.
   8) It's too loose
   9) You tighten the seat belt.
   10) It's just right.
   11) The plane is taking off.
   12) The plane is flying.
   13) You unfasten your seat belt.
   14) Do you want to listen to music?
   15) Yes.
   16) I like to take the plane.

2. Depending on the language level of the group you may want to talk about other forms of public transportations, including boats, trains, and taxis (refer to A New Start, *Numbers*, page 62).

Lesson 2: Private Transportation

Objective: ▪To introduce students to vocabulary used in identifying parts of a vehicle

Visuals: Realia: An automobile
Large pater of an automobile (optional)

Handout: 11-4 Label the Car

Text: None

Participation: Whole-group/Individual

Approximate Time: 1/2 to 1 hour

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Have the class move outside to inspect a vehicle.	
	Point to a part of the car, for example, the tire, say...	"Tire"
	Several students touch the part as they say...	"Tire."
	The rest of the class repeats...	"Tire."
	Check for comprehension by asking students where a particular part is located; for example...	"Louis, please show the class the windshield."

	PROCEDURE	DIALOG
	Have a volunteer ask a question...	"Juan, please show me the tire."
2.	Return to the classroom and review the car parts using a poster or a simple chalkboard drawing.	
	The students can take turns asking questions and identifying the parts.	

Follow-up
Distribute the "Label the Car" handout. Students must correctly label the car parts; correct in class.

Lesson 3: Drivers License

Objective: ▪To enable students to identify items on a drivers license

Visual: Driver License (refer to 1-1)

Handouts: 11-5 Drivers License Multiple Choice

Text: None

Participation: Whole-group/Small-groups/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual/Written

PROCEDURE	DIALOG
Briefly show your driver license to the class as you say...	"This is my driver's license.
Ask several students...	"Do you have a drivers license? May I see your driver's license?"
Use the "Driver License" visual to practice and review each part...	"Expiration date, number, name, address, sex, hair, eyes, weight..."

Follow-up
Present the "Driver License Multiple Choice" handout. Student can work in groups or pairs to complete; correct in class.

Lesson 4: Insurance

Objectives: ▪To enable students to use car insurance
▪To teach students what to do in case of an accident

Visual: Realia: A flashlight and flares (optional)

Handout: 11-6 Picture sequence: An Accident

Text: A New Start, page 138

Participation: Whole-group/Pair/Small-group

Approximate Time: 1 hour

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Depending on the language level of your class, present all or part of the following information. Use chalkboard drawings, pantomine, realia, and/or role playing...	"This is what you do in case of an accident: a) Stop your car-NEVER leave the accident. If you leave, it is called hit and run. b) Check to see if any person is hurt. If someone is hurt, call an ambulance. If you can't call, ask another person to call. Don't move the person unless you must.

PROCEDURE	DIALOG
	c) Direct other cars away from the accident. Use a flashlight at night and put flares in the street.
	d) Call the police. This is important. The law says to report accidents. Also your insurance company must have a police report.
	e) Get information. Ask the other driver for his or her name, address, phone number, and insurance company. Everyone who drives must have car insurance. Get the names of witnesses. Ask for their addresses and phone number.
	f) Go to a doctor if you are hurt.
	g) Call your insurance company. Telephone and tell them about the accident. They will write a report. Always make a copy of all letters and all written information you send to the insurance company.

Follow-up

1. Distribute "Picture Sequence: An Accident". Review the new and difficult words. Have students work in pairs or small groups to match the sentences with the pictures; correct in class.
2. A New Start, *A Bad Week*, page 138.

Lesson 5: Safety

Objectives: ▪To teach students bicycle safety

Visual: None

Handout: 11-7 Label the Bicycle

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Distribute the "Label the Bcycle" handout. Point to the bicycle, say...	"Bicycle."
	Class repeats...	"Bicycle"
	Ask questions about the bicylce...	"Is this a bicycle or car?" Who rides a bicycles? Who has children? Do they ride a bicycle?"
	Introduce the parts of the bicycle. Instruct the students to point to the parts as they are identified...	"Seats, lights, tires..."
	The class repeats the item after each one is identified.	

	PROCEDURE	DIALOG
2.	Introduce the term *SAFETY*. Write the target word on the chalkboard and explain...	"If you are riding your bicycle at night, you need a light colored jacket for safety, then people can see you better."
	Write *light jacket* underneath *SAFETY*, and continue with other bicycle safety items...	"1) Before you ride your bicycle check the tires. 2) Carry a flashlight. 3) Use reflectors and lights so drivers can see you at night. 4) Wear a helmet."
	Underneath *light jacket, write...*	"Check tires."
	Continue with the list...	"SAFETY Wear a light jacket. Check the tires. Use reflectors. Use lights. Wear a helmut.
	Instruct the students to study the list. Then erase the chalkboard. You might want to ask them to name the words they remember, or give them a dictation exercise using the items listed.	

Follow-up

Have students work in pairs to label the bicycle. Then they can quiz one another on the correct names for the parts of the bicycle.

Lesson 6: Interrelations of the Executive, Judicial and Legislative Branches

Objectives:
- To review the judicial, legislative and executive branches of government
- To enable students to understand that all branches have equal power, and they are dependent upon one another

Visuals: None

Handouts: 11-8 The Branches of the Federal Government.
11-9 Balance of Power.

Text: None

Participation: Whole-group/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Distribute the "Branches of Government."	
	Review the judicial, legislative and executive branches of government, including the Supreme Court, Chief Justice, lower courts, two houses, Senators, Representatives, President, Vice-President and Cabinet.	
	Review the function of each branch...	"The Legislave Branch makes the laws. The Executive Branch

PROCEDURE	DIALOG
	enforces the laws. The Judicial Branch explains the laws."
2. Distribut the "Balance of Power" handout.	
Draw three equal branches to explain *balance of power*, say...	"No one branch has more power than another.
To check for comprehension, ask questions regarding the three branches of government...	"Which branch makes the laws? Which branch explains the laws? Do all the branches have the same power...?"

Follow-up

Complete the "Balance of Power" handout; correct in class.

Lesson 7: Idioms: GO

Objective: ▪To teach students idioms used with GO

Visuals: Realia: Nutria-sweet, cup

Handout: 11-10 Idioms: GO

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Written.

	PROCEDURE	DIALOG
1.	Direct a student to "grab" a pencil from another student, say...	"You must apologize. You've gone too far."
	Write the expression on the chalkboard underlining the idiom...	"Gone too far."
	Say the expression.	
	The class listens; repeat...	"You've gone to far."
	Students repeat...	"You've gone too far."
	Use other examples until the class understands the expression...	"You've gone too far."

	PROCEDURE	DIALOG
	Ask questions to ensure comprehension...	"If Maria hits Jose, has she gone too far."
2.	Say to a student...	"Let's go for a ride okay!"
	Give other examples to illustrate the idiom *let's go*, and continue as in procedure # 1.	
3.	Take out some nutra-sweet, put it in a cup and say...	"A little nutrasweet goes a long way."
	Use other examples to illustrate the idiom *goes a long way*, and continue as in procedure # 1.	

Follow-up
Distribute the "Idioms: GO" handout. Students can work in pairs or individually to complete; correct in class.

Lesson 8: Prepositions

Objective: ▪To review prepositions

Visuals: 11-11 Treasure Hunt (for teacher's use)
Color coded paper
Tape

Handouts: None

Text: None

Participation: Whole-group/Small-group

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

PROCEDURE **DIALOG**

---

1. Previous to the class meeting:

   Use four to six different colored papers (depending upon your class size). On each colored paper, create a "trail" for a treasure hunt. Use all the prepositions introduced during Week/Module Three, and add more if necessary (refer to "Treasure Hunt"). Cut each message into individual strips so that you have five to six strips for each colored paper. Number each strip so that the trail is followed in a specific order. Record where each message is placed. The last message can be a prize. Cut extra strips of paper in each color for a practice session.

2. During the class meeting:

PROCEDURE	DIALOG
Review all the prepositions introduced during Week/Module Three. Request a student to perform a tasks such as...	"Ben, please place the pen on the table."
The students can take turns requesting their classmates to perform tasks. They must use use prepositions...	"... put the pen on the table."
Explain to the students that they they will now be involved in a treasure hunt to look for messages. Divide the students into the same number of groups as the color-coded paper. Show the class the extra set of paper. Have each group choose the color for their group. Explain that each group is to work together to locate only messages in their color. If they find another group's message, they must leave it in the spot they found it and not tell the other group.	
Remind them that each message is numbered, and must be followed in that order. Set-up a time limit on the activity. A practice activity may be needed for the entire group.	
In front of the class, write two messages using prepositions. Tape these to fairly obvious places. Pretend to find the first messages and read it to the class. Have a volunteer follow the directions. When the class has an understanding of the activity, begin the Treasure Hunt.	

ORAL EXIT EXAM

TRANSPORTATION

1. Do you ride the bus, walk or drive a car?
2. Have you been in an airplane?
3. Please name a part of a car.
4. Do you have a driver license?
5. What is on the driver license?
6. Do you need car insurance to drive a car.
7. What is something you do if you are in an accident?
8. Please name a part of a bicycle.
9. Is it safe to wear a dark jacket when you ride a bicycle at night?

CIVICS

1. Name the three branches of government.
2. Which branch makes the laws?
3. Which branch carries out the laws?
4. Which branch judges laws?
5. What is the name of the highest court in the land?
6. What are the names of the two houses?
7. Which branch has the President, Vice-President and Cabinet?
8. Do all three branches have the same amount of power.

STRUCTURE

1. If I take your pencil, do I say: Let's go! I've gone too far.
2. If I want a ride, do I say: Let's go! I've gone too far.

3. Direct the class to follow these directions:
   - Look in front of the classroom.
   - Walk to the back of the classroom.
   - Stand against the wall.
   - Say "hello" to the person next to you.
   - Go back to your seat.

12
DIRECTIONS

WEEK/MODULE TWELVE

Lessons in this module:

TRANSPORTATION

1 Directions
2 Traffic/Parking

CIVICS

3 Citizenship Requirements

STRUCTURE

4 Negative Imperative: DON'T: Question word: WHERE?
5 Expletives: THERE IS/ARE

ORAL EXIT EXAM

Lesson 1: Directions

Objective: ▪To enable students to give simple directions

Visuals: Miniature cars (rectangular erasers can substitute)

Handouts: None

Text: A New Sart. pages 22-24 and 79-80

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1 to 1 1/2 hours

Method of Instruction: Oral/Visual/Written

	PROCEDURE	DIALOG
1.	Arrange the seating in a semi-circle.	
	Draw a simple map on the chalkboard as you guide students in making their own map of the school building(s) and surrounding streets.	
	Direct the class in labeling the streets.	
	Locate NORTH, SOUTH, EAST, and WEST on your map. Then designate a student to come to the chalkboard to locate NORTH.	
	Write...	"North"

	PROCEDURE	DIALOG
	Students then mark their maps...	"North"
	Continue until SOUTH, EAST and WEST have been identified.	
	To check for comprehension, ask questions regarding direction in relation to the classroom; for example...	"Is your home east of this classroom?"
	Continue inquiring about NORTH, SOUTH, EAST and WEST. Then give a directive regarding specific streets...	"Point to the corner of McClay and Fourth St."
	Explain...	"There is a church on the corner of McClay and Fourth St."
	Continue by asking questions in both the singular and plural...	"What is on Pierce St.? Are there houses on Pierce St.?"
2.	Direct the class to stand.	
	Give directives as you circulate among the students...	"Raise your left arm. Raise your right arm. Raise your left foot. Shake hands with the person on your left. Hop on your right foot. Pat your head with your left hand..."

	PROCEDURE	DIALOG
	Keep the momentum going at a quick pace while you randomly choose students.	
	Use facial expressions to express doubt or dismay even when they answer correctly. In this manner the activity will become humorous, and students will become secure and confident in their use of "right" and "left".	
	Depending on the language level of your class, you may want to select a volunteer to replace you and circulate among the students. After several interactions, pair students so that they can give directions to one another.	
3.	Using the matchbook cars (or replicas) and the students' maps, explain to the class that you will be giving them directions such as...	"Drive straight. Turn left on Hubbard St...."
	Each time a directive has been completed, ask...	"Where are you?"
	The students will respond correctly if they have understood the directions.	

PROCEDURE	DIALOG
Then you may want to select a volunteer to give the directives.	

Follow-up
A New Start. *Simple Directions*. pages 22-24 and *Travel Routines*. pages 79-80.

Lesson 2: Traffic/Parking

Objectives:
- To teach students vocabulary related to traffic and parking rules
- To enable students to recognize and understand common traffic and parking signs.

Visuals: Colored chalk

Handouts:
12-1 Traffic Rules
12-2 Traffic Signs
12-3 Parking

Text: A New Start, page 140

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 2 - 2 1/2 hours

Method of Instruction: Oral/Visual/Written

PROCEDURE	DIALOG
Part 1: TRAFFIC	
1. Arrange the seating in a semi-circle. Then create a simple chalkboard drawing* of cars caught in a traffic jam to indicate *traffic*.	
Write the vocabulary item...	"TRAFFIC"

---

*You can draw rectangular shapes to represent the body of the cars and circles for wheels.

	PROCEDURE	DIALOG
2.	Create a chalkboard drawing to represent merging traffic.	
	You might want to select two students to role play drivers "merging" into one lane.	
	Underneath *TRAFFIC* write...	"Merge."
	Say, then have the class repeat...	"Merge"
	Continue to give examples, and ask questions about the vocabulary item, until comprehension is ensured.	
3.	Create a chalkboard drawing that shows one car passing another.	
	Select two students to role play one driver passing in front of another. Underneath *merge*, write...	"Pass"
	Continue as in procedure #2.	
4.	Select a volunteer to role play making a right and left hand signal.	
	Underneath *pass*, write...	"Signal"
	Continue as in procedure # 2.	
5.	Create a chalkboard drawing to designate an intersection. Write STOP at each corner.	

	PROCEDURE	DIALOG
	Use the diagram to explain *right of way*. Select two volunteers to role play one driver stopping to allow the other driver the right of way. Underneath *Signal*, write...	"Right of Way"
6.	Create a drawing, then select two volunteers to role play one driver tailgaiting the other. Underneath *Right of Way*, write...	"Tailgaiting"
7.	Define each vocabulary item in order. Have the class say the word you are defining...	"1) Two lanes become one. (Merge) 2) You go by the other car. (Pass) 3) You make a hand sign (or use 'blinkers') to turn right or left. (Signal) 4) You stop to let the other car go by first. (Right of Way) 5) You are driving too close to the other car. (tailgaiting)"
	Randomly define a vocabulary item. The class selects the correct word.	

Follow-up

1. Present and practice the "Traffic Rules" handout. The students can work in small-groups or pairs to complete; correct in class.

PROCEDURE	DIALOG
Part 2: PARKING	
1. Create a simple chalkboard drawing of cars at the side of the road to indicate *parking* and *no parking*. Explain the vocabulary items, then write the words in two columns...	"PARKING NO PARKING"
2. Utilize role playing, pantomine, simple chalkboard drawings and the colored chalk to aid in explaining the following information regarding parking...	"1) Blue painted curb: Parking for disabled only. 2) Red painted curb: No parking. 3) Crosswalk: No parking. 4) Railroad crossing: No parking. 5) Fire hydrant: No parking. 6) Bicycle lane: No parking."
3. List the vocabulary items underneath the appropriate column for PARKING or NO PARKING...	"PARKING: Blue painted curb: For disabled people only. NO PARKING: Red painted curb; crosswalk; railroad crossing; fire hydrant; bicycle lane."

PROCEDURE	DIALOG
The class listens while you say the words...	"Blue painted curb..."
Ask yes/no questions for check for comprehension...	"Do you park at a red painted curb? Is a blue painted curb for all cars...?"

Follow-up
Present and practice the "Parking" handout. Students can work in small-groups or pairs to complete: correct in class.

Lesson 3: Citizenship Requirements

Objectives:
- To enable students to comprehend the citizenship process
- To teach students vocabulary and information related to citizenship requirements and the INS interview

Visuals: Tests 1 and 2 (to be used orally):
- 12-4 The Founding of the Nation
- 13-4 The Constitution and the Colonies

Handouts: Permanent Residence:
- 12-5 A-B
- 12-5 C-D
- 12-5 E-G
- 12-5 H-I
- 12-5 Posttest
- 12-5 Posttest Continued

Biographies Information:
- 12-6 A-C
- 12-6 D-E
- 12-6 F-H
- 12-6 I-K
- 12-6 Posttest
- 12-6 Posttest Continued

Text: None

Participation: Whole-group/Pairwork/Individual

Approximate Time: 2 to 3 hours

Method of Instruction: Oral/Written.

PROCEDURE	DIALOG
Part 1: CITIZENSHIP REQUIREMENTS	
1. Draw a simple "step" pattern on the chalkboard. Point to the steps while explaining	

PROCEDURE	DIALOG
the information. Be sure to clarify the unfamiliar vocabulary items...	"You will be learning the 'steps' to becoming a U.S. Citizen. The first step is learning how you can become a legal permanent resident."
2. Distribute the "Permanent Residence" handouts. Present, practice and complete all or part of the information depending on the language level of your class.	
The lessons and the post-test will help students understand how they can become a legal permanent resident.	
Part 2: THE INTERVIEW Say...	"Here are some things you should know for the interview."
Distribute the "Biographic Information" handouts. Present, practice and review part or all of the information.	
Part 3: THE CITIZENSHIP TEST Since the naturalization test is primarily oral, present tests 1 (The Founding of the Nation) and test 2 (The Constitution and the Colonies) as an oral exercise.	

Lesson 4: Negative Imperative: DON'T; Question word: WHERE?

Objective: ▪To correlate the negative imperative DON'T and question word WHERE to the transportation unit

Visuals: Signs:
12-7 Walk
12-7 Don't walk

Handouts: 12-8 DON'T/WHERE

Text: A New Start, pages 113-114

Participation: Whole-group/Pair/Individual

Approximate Time: 1 to 1 1/2 hours

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Arrange the seating in a semi-circle.	
	Ask for a volunteer to stand in front of the classroom	
	Display the "Walk" visual. Direct the student to...	"Walk."
	Quickly hold up the "Don't Walk" sign and give the command...	"Don't Walk."
2.	Repeat procedure # 1 individually and with groups of five to ten students.	

	PROCEDURE	DIALOG
3.	Ask a student...	"Do you ride your car in the bicycle lane?"
	After directing the student to respond...	"No, I don't."
	...ask...	"Where do you ride your car——on the street or on the sidewalk?"
4.	Refer to the "DON'T/WHERE handout, and continue asking questions orally.	

Follow-up

1. After the class has had ample opportunity to respond, distribute the handout. The students can work in pairs to complete the exercises. Then they can practice the dialog orally.
2. A New Start, *The Student's Typical Day*, Pages 113-114.

Lesson 5: Expletives: THERE IS/ARE

Objectives:
- To teach the expletives THERE IS/ARE with SOME or ANY
- To teach the structure THERE IS/ARE in statement and question forms

Visuals: None

Handout: 12-9 THERE IS; THERE ARE

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Written

PROCEDURE	DIALOG
1. Place some paper on the table, say...	"There are some papers on the table."
Take the papers off the desk...	"There aren't any papers on the table."
Approach a student. Point to the objects on his or her desk, say...	"There are some books on Antonio's table."
Take the books off the desk...	"There aren't any books on the desk.
Select several students to stand in front of the	

PROCEDURE	DIALOG
classroom, say...	"There are some students in front of the classroom."
Direct the students to be seated...	"There aren't any students in front of the classroom.
Continue until the class understands the structure *there are some, there aren't any.*	
2. On the chalkboard, list and review the following word pairs: *Letters/mailbox; desks/office; trees/park; pictures/desk.*	
Explain the unfamiliar vocabulary items, then construct a grid similar to the one below:	

	There are some	There aren't any
letters in the mailbox		
desks in the office		
trees in the park		
pictures on the desk		

Point to the appropriate words as you illustrate how the grid is used...	"There are some letters in the mailbox. There aren't any letters in the mailbox. There are some desks in the office..".

	PROCEDURE	DIALOG
3.	Select a student to stand in front of the class. ask...	"Is there a student in front of the class?"
	Direct the class to respond with...	"Yes. there's a student in front of the class."
	Select several students to stand in front of the class. ask...	"Are there students in in front of the class?"
	Direct the class to respond. and continue until comprehension is ensured.	
4.	Use sentences from "THERE IS: THERE ARE" to illustrate the correct usage of the structure...	"1) There are apples in the kitchen. 2) There's a picture on the wall. 3) Is there fruit on the table? 4) Are there books in the box? "
	You might direct the students to study one or two of the sentences for a dictation exercise.	

Follow-up

Distribute the handout. Students can work in groups of three or four: correct in class.

ORAL EXIT EXAM

TRANSPORTATION

1. Where is North, South, East and West?
2. Direct the class to:
    - Point to the left.
    - Point to the right.

3. How do you get home from here?
4. Select two or more students to role play the following vocabulary items:
    - merge
    - pass
    - right of way
    - tailgating

5. Do you stop at a red painted curb?
6. Can a disabled person park at a blue painted curb?
7. Do you park at a fire hydrant?

CIVICS

8. Who wrote the Declaration of Independence?
9. Do we celebrate Independence Day on June 4 or July 4?
10. What are the first ten amendments called?
11. Who is the Father of our Country?
12. How many branches of government are there?
13. Who was the first president of the United States.

STRUCTURE

14. Direct several students to "Walk", then "Don't Walk".
15. Where do you ride your car?
16. Direct one student to stand:
    (Is there, are there) a student standing?
17. Direct several students to stand:
    (Is there, are there) students standing?
18. How many students are standing?

13
TELEPHONE

WEEK/MODULE THIRTEEN

THE TELEPHONE
1 The Telephone, Directory, Information, and Long Distance.

CIVICE
2 Citizenship Requirements, Interview and Test.

STRUCTURE
3 Requests/Comparatives
4 Prepositions with Time Structure
5 WOULD LIKE

ORAL EXIT EXAM

Lesson 1: The Telephone, Directory, Information, and Long Distance

Objectives:
- To introduce the telephone directory
- To teach the proper use of the telephone
- To introduce vocabulary related to the telephone
- To enable students to make information and long distance calls

Visuals: Telephone Directory
Two telephones (optional)

Handouts: 13-1 Telephone Numbers

Text: A New Start, pages 35, 62 and 102

Participation: Whole-group/Small Group/Pair/Individual

Approximate Time: 2 hours

Method of Instruction: Oral/Written.

	PROCEDURE	**DIALOG**
1.	Display the white pages of a telephone directory so that students can identify the 9-1-1 emergency number (usually located on the inside cover).	
	Review...	"Call 9-1-1 if there is an emergency."
	Look sick, ask...	"I'm sick! Who should we call?"
2.	Show several pages of the telephone directory...	"This page tells about long distance calling. This is the white pages, yellow pages..."

	PROCEDURE	DIALOG
	Clarify the unfamiliar vocabulary items. Display the pages once again for the students to identify...	"Long distance calling; white pages; yellow pages."
	You might want to distribute copies of the pages as they are identified.	
3.	Discuss local calls and area codes...	"The white pages has the number for Mission College. The number is (818) 365-8271. 8271. What is the area code? What is your area code.
	Discuss information calling...	"If you don't know a number, you can call 4-1-1 for information."
	Explain how to place a long distance call...	"If I want to call a number not in this area, I call: 1 + the area code + the number. If I call my mother who lives in Los Angeles, I dial 1 + (213) + 555-1234."
4.	For review, present and practice the "Telephone Numbers" handout. The class can work in groups or pairs to complete; correct in class.	
	Move two chairs to the front of the room and place them back-to-back. Set two telephones nearby as props. Select a volunteer to sit	

PROCEDURE	DIALOG
in one chair, and you sit in the other. The student can refer to the handout as you say...	"You need to call information. What number do you call?
After he or she responds, direct the volunteer to role play calling information. Play the role of the directory assistant, and ask...	"What city would you like?"
Guide the student in his or her response...	"For San Fernando——Los Angeles Mission College, please."
Respond...	"The number is (818) 365-8271."
Continue with several more volunteers until comprehension is ensured.	
Depending on the interest and language level of your class, you might want to continue role playing for long distance dialing and emergency calls...	"I want to call my friend. She lives in Mexico... Call 9-1-1! She's sick!..."

Follow-up

A New Start, *Requesting Information*, page 35; *Numbers*, page 62; and *Following and Giving Instructions-Pay Phone*, page 102.

Lesson 2: Citizenship Requirements, Interview and Test

Objectives:
- To enable students to comprehend the citizenship process
- To teach students vocabulary and information related to:
  1) Eligibility requirements to be a naturalized citizen
  2) The INS interview
  3) The citizenship test

Visual: Test (to be used orally):
13-2 The Branches of Government

Handouts: Family:
13-3 A-B
13-3 C-D
13-3 E-F
13-3 G-H
13-3 Posttest
13-3 Posttest Continued

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 2 hours

Method of Instruction: Oral/Written

PROCEDURE	DIALOG
Part I: Citizenship Requirements Draw a simple step-pattern on the chalkboard. Explain that legal permanent residency is the first step in becoming a U. S. citizen...	"We learned that the first step to becoming a citizen is to live in this country."

PROCEDURE	DIALOG
Briefly review the information regarding permanent residency. Write *Citizen* on the top step and *Permanent Residence* on the first step...	"After you have lived in the United States for 5 years, you may want to become a citizen. To become a citizen, you must be 18 years old, live here for 5 years and be able to speak some English.
Check for comprehension...	"1) Do you have to become a citizen of the United States? 2) If you want to become a citizen, what is the first step——living in Mexico or the United States? 3) To become a citizen, how old must you be——18 or 21? 4) How long must you live here? 5) Do you have to speak some English?"
Part II: The Interview Distribute the "Family" handouts. Present, practice and review the information. dents can work in pairs or individually; correct in class.	
Part III: Citizenship Test Depending in the language level of your group, orally present all or part of "The Branches of Government".	

Follow-up

Present, practice and complete the "Empolyment" handout; correct in class.

Lesson 3: Requests/Comparatives

Objectives: ■To introduce students to the comparative
■To enable students to understand and give requests

Visuals: A small scale for weighing students
Tape measure

Handout: 13-5 Comparatives

Text: A New Start, pages 27, 29, 34, 35 and 115

Participation: Whole-group/Pair/Individual

Approximate Time: 1 1/2 - 2 hours

Method of Instruction: Oral/Visual.

	PROCEDURE	DIALOG
1.	Choose a student who is taller than you. Motion to him or her to stand next to you, say...	"Carlos, please stand next to me."
	Gesture with your hand to show height, ask...	"Are we the same height?"
	When the class responds...	"No."
	...ask...	"Is Carlos taller than the teacher?"
	Acknowledge a positive response with...	"That's right. He's taller than the teacher."

PROCEDURE	DIALOG
Have the class repeat...	"Carlos is taller than the teacher."
Then say...	"Carlos please sit down."
Now choose a student that is shorter than you, say...	"Maria, please stand next to me."
Gesture with your hand to show height...	"Are we the same height?"
When the class responds...	"No."
...ask...	"Is Maria shorter than me?"
Acknowledge a positive response with...	"That's right, Maria is shorter than me."
2. Show the scale. Stand on it and announce your weight...	"I weigh 118 pounds."
Request a volunteer to weigh him or herself...	"Who would like to weigh themselves. Gloria? Please come to the front of the class, get on the scale, and weigh yourself... How much do you weigh?"
The student should respond...	"I weigh 105 pounds."
Compare weights...	"I weigh more than Gloria. Gloria weighs less than I."

PROCEDURE	DIALOG
Invite several more students to weigh themselves. Then ask a volunteer to measure his or her height as in procedure #2 above.	
Request three volunteers to measure their height and weight. Record the information on the chalkboard.	
Have the class voluntarily line up in one of two lines, either for height or weight, ask...	"Which line do you want to line up in?"
After the student responds, make a request...	"Joel, please line up here."
Record the information on the chalkboard for comparisons...	"Juan is taller than Maria. Sylvia weighs less than Antonio..."
Continue until all students have had the opportunity to be compared for either height or weight.	
3. Circulate around the classroom. While gesturing to two students, ask both individuals...	"How a old are you?"
They should respond...	"I'm twenty-seven. I'm thirty-two."

	PROCEDURE	DIALOG
	Then compare their ages...	"Jesus is younger than Sylvester. Sylvester is older than Jesus."
	Continue until all students have had the opportunity to be compared for age.	
4.	Compare objects such as pens, pencils and books...	"Lupe has more pencils than Carlos. Carlos has more pens than Lupe..."
5.	Review the structures for comparatives.	
	Write the comparisons on the chalkboard. Emphasize that the word *than* is needed to show comparison:	

I He/She You/We/They	am is are	shorter taller younger older	than	he she you me

I/You We/They He/She	have has	more less	books pens pencils papers	than	he she you me

---

Follow-up

1. Present, practice and complete the "Comparatives" handout. Students can work in pairs or individually.
2. Depending on the languate level of your class, select one or several of the following pages from A New Start: *Requesting Emergency Assistance*, page 27; *Making a Precise Request*, page 29; *Requesting Objects*, page 34; *Requesting Information, Responding to a Request*, page 35; *Requesting*, page 115.

Lesson 4: Prepositions with Time Structure

Objectives:
- To enable students to use prepositions with time structure
- To teach Jazz Chants as an approach to language learning

Visual: Clock

Handouts:
13-6 Prepositions
13-7 Jazz Chant, "Friends"

Text: A New Start, pages 67 and 68

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral, Written.

	PROCEDURE	DIALOG
1.	On the chalkboard, write the prepositions *to, after, in.*	
	Say the vocabulary items, then have the class repeat the words after you.	
	Point to the clock, say...	"We will be using these words with time."
	Give an example for each vocabulary item...	"It's five minutes to one. It's five minutes after one. It's one'clock in the afternoon."

	PROCEDURE	DIALOG
	Continue giving examples of the prepositions with time structure, then say...	"I leave home at eight o'clock in the morning."
	Inquire...	"Ben, what time do you leave home? When do you arrive at school? When do you leave for school? When do you arrive home?"
2.	After the students have had ample oral practice, present, practice and complete the "Preposition" handout. Students can then practice the dialog with a partner.	

Follow-up

1. Present the "Jazz Chant" handout (if available, use the tape). Explain the content of the chant. Give the first line for the students to repeat in unison. Divide the class into two sections. Establish the beat. Conduct a two-part dialog, first between you and the class, and then between the two groups of students.
2. A New Start, *Time Clocks*, page 67; *Daily Routines*, page 68.

Lesson 5: WOULD LIKE

Objective: ▪To teach the structure WOULD LIKE

Visuals: Two telephones (optimal)

Handouts: None

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral/Individual

PROCEDURE	DIALOG
Move two chairs to the front of the room and place them back to back. Set two telephones (if available) on a desk. Using the structure WOULD LIKE, model the opening remarks of a telephone conversation. Move from chair-to-chair as you role play both parties...	"A. Hello. B. I would like to speak to Mrs. Garcia. A. Just a minute, please."
Select a volunteer to role play the part of Student "B" as you role play "A". Then ask two volunteers to role play "A" and "B".	

PROCEDURE	DIALOG
Have the class practice the dialog in pairs. pairs.	
Write WOULD LIKE on the chalkboard to practice and review the structure.	

Follow-up

Write the following sentence on the chalkboard. Allow a few minutes for the class to study the sentences for a dictation exercise:

1) I would like to speak to Mrs. Garcia.
2) He would like to speak to Jose.
3) We would like to speak to her.

ORAL EXIT EXAM

THE TELEPHONE

1. What do we say when we answer the phone?
2. Is Mission College in the white pages of the telephone directory?
3. What number do we call for local information?
5. What number do we call for an emergency?
6. What is your area code?

CIVICS

1. What is the first step in becoming a citizen?
2. Who makes up the executive branch of government?
3. Do you have a: Mother, father, wife, husband, son, daughter, sister, brother?
4. Do you have an employer?
5. Where do you work?
6. Do you have a social security number?
7. What is the highest court in the land?

STRUCTURE

1. Request a student to: Stand next to you; stand in back of the room; stand by the window, etc.
2. Have two students stand in front of the classroom.
   Is _____ taller than _____.
   Who is shorter?
3. Marie leaves home (at, on) 7:00.
4. Maria arrives (by at) school (on, at) 8:00.
5. What time is it?
6. Would you like to stand?
7. What would you like to do?
8. Who would you like to phone?

WEEK/MODULE FOURTEEN

Lessons in this module:

	COMMUNITY RESOURCES
1	The Post Office
2	The Employment Office
3	Tourist Information Centers
	CIVICS
4	Citizenship Requirements
	STRUCTURE
5	WOULD LIKE; ONE OF/NONE OF
6	Abbreviations
	ORAL EXIT EXAM

Lesson 1: The Post Office

Objectives:
- To introduce vocabulary related to the post office
- To enable students to address envelopes and purchase stamps at the post office

Visual: Empty box (with "Mailbox" written on it)

Handout: 14-1 Stamps USA (cut into individual stamps)
Play coins; envelopes

Text: A New Start, pages 61 and 122

Participation: Whole-group/Individual

Approximate Time: 1 to 1 1/2 hours

Method of Instruction: Oral/Written

	PROCEDURE	**DIALOG**
1.	Distribute an envelope to each person. Instruct the students not to write on them at this time. On the the chalkboard, draw a large rectangular shape to represent an envelope.	
	Show the class where to write the return address and what to include. Write, then explain the vocabulary items...	"Your name, address..."
	Check for comprehension...	"Is this the street number? Where is the zip code? Whose name do I write for the return address...?"

PROCEDURE	DIALOG
Have the students assist you in addressing the envelope...	"Who shall I address this to...?"
Check for comprehension...	"Where do we put the name, street, apartment number, state initials, zip code...?"
Say...	"Think of someone to whom you would like to send the letter."
Then assist the class in addressing their envelopes.	
2. Write a short letter on the chalkboard...	"Dear_____. How are you? I'm, fine. Love, __________
The class can spend a few minutes writing the letter to a friend or relative.	
After the class finishes, say...	"Now we need stamps. Let's go to the post office to get the stamps
3. Set-up a mock post office: Pass out the coins.	
Instruct students to come to the post office "window" with their letters and money. You act as the post office worker. As each student comes to the window, ask...	"May I help you?"

PROCEDURE	DIALOG
The student should respond...	"Yes. I would like (number) stamps please."
Give him or her the desired number of stamps, say...	"That will be $0.29 a stamp."
Have the student pay you the amount requested.	

Follow-up
A New Start, *Numbers*, page 61 and *In the Post Office*, page 122.

Lesson 2: The Employment Office

Objectives:
- To teach students about the employment office
- To review occupations
- To teach students how to find a job
- To enable students to use the regular past tense WOULD LIKE

Visuals: The employment section of the newspaper
14-2 The Employment Office.

Handouts: Occupations and Professions (refer to 7-2)
14-3 At the Employment Office

Text: None

Participation: Whole-group/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral

	PROCEDURE	DIALOG
1.	Review the "Occupations and Professions" handout...	"What is the occupation of the man in picture #1? Picture #2...?"
	Ask...	"Do you need to find a job?"
	Direct the students to respond...	"Yes."
	Show the classified ads...	"If you need to find a job, you can look in the newspaper."

PROCEDURE	DIALOG
Show the visual "Employment Office"...	"If you need to find a job, you can also go to an employment office. The people at the employment office will help you find a job"
Check for comprehension...	"Where can you go to look for a job? Who will help you find a job?"

Follow-up

Distribute the "At the Employment Office" handout. Students can work in pairs to practice the dialog. Then each pair of students can role play their part in front of the class. Encourage the more advanced students to make up their our dialog.

Lesson 3: Tourist Information Centers

Objectives:
- To teach students about tourist information centers
- To review the map of the U.S. in relationship to other countries
- To teach students how to make travel arrangements
- To enable students to use the irregular past tense WOULD LIKE

Visuals: Travel and food sections of the newspaper
14-4 Tourist Information Center

Handout: World Map (refer to 1-7)
U.S. Map (refer to 1-8)
14-5 Dialog: At the Tourist Information Center

Text: None

Participation: Whole-group/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral

PROCEDURE	DIALOG
1. Have students refer to their handouts of the U.S. and World maps; review...	"Where is New York,? Mexico City? Los Angeles? Locate Anaheim, California on the map. Disneyland is in Anaheim California."
Display the newspaper...	"This is the travel section of the newspaper."
Define *travel*...	"When we go from place to place we travel?

PROCEDURE	DIALOG
Ask...	"Do you like to travel? Where would you like to go?"
Say...	"People who travel are called tourists."
Display the "Tourist Information Center" visual, explain...	"You go to the Tourist Information Center to find out about the place you're visiting——where to eat, where to sleep, what to see."
You may want to show the class pictures of vacation places and restaurants from the travel and food sections of the newspaper.	
Check for comprehension...	"Where can you go to find out about the place you are visiting? Will they help you find places to eat? (yes) Will they help you get a job? (no)"

Follow-up
Distribute "Dialog: At the Tourist Information Center". Students can work in pairs to practice the dialog. Then each pair of students can role play their part in front of the class. Encourage the more advanced students to make up their own dialog.

Lesson 4: Citizenship Requirements

Objectives:
- To enable students to comprehend the citizenship process
- To teach students vocabulary and information related to the citizenship requirements and INS interview

Visual: Test (to be used orally):
14-6 The Flag and Some Historical Facts

Handout: 14-7 Steps to Citizenship

Text: None

Participation: Whole-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Written

PROCEDURE	DIALOG
Part 1: CITIZENSHIP REQUIREMENTS	
Draw a simple step pattern on the chalkboard. Point to the top step and say...	"Today we will learn how to get to the top step—to become a citizen!"
Present, practice and review the four steps to citizenship...	"1) Go to the INS for an application and a fingerprint card. 2) Send in the application and a photo of yourself.

PROCEDURE	DIALOG
	3) Go to the INS. Answer some questions about U.S. history and government. 4) Talk to a judge. 5) Now you are a citizen!"
Distribute the "Steps to Citizenship" handout. The class can work in pairs to answer the questions; correct in class. Part 2: THE INS INTERVIEW Orally present the questions regarding "The Flag and Some Historical Facts".	

Follow-up
Ask for a volunteer(s) to move through the interview process: Set up a mock INS office. Select a student to be the applicant and you role play the part of the INS official. Use the oral interview questions. Inform the student that he or she answered the questions correctly, and will become a "citizen" after talking to the judge.

Lesson 5: WOULD LIKE; ONE OF/NONE OF

Objective: ▪To enable students to use the structure WOULD LIKE, ONE OF and NONE OF.

Visuals: Several food items generally liked such as peppermint sticks or hard candies, and food items not generally liked such as spinach and brussel sprouts

Handout: None

Text: A New Start, page, 71 and 73

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Visual

	PROCEDURE	DIALOG
1.	Set food items on the table. Select a volunteer to approach the table.	
	Using pantomime and gesturing, ask...	"Would you like something?"
	If the student points or touches to a specific item, request that the student answer...	"Yes, I would like one of these."
	Continue with other volunteers. Gesture to candy and items generally liked.	

	PROCEDURE	DIALOG
2.	Ask for a volunteer to become the teacher. He or she asks...	"Would you like something?"
	Continue until several or all the students have had the opportunity to ask the questions and/or respond.	
3.	Select a volunteer. Point to the food items not generally liked and ask...	"Would you like that?"
	Request the student to respond...	"No, none of that. Thank you."
	Continue until the students have had the opportunity to ask the question and/or respond.	

Follow-up

Explain that WOULD LIKE does not necessarily have to be answered with ONE OF or NONE OF. Then present and practice as a class and in pairs A New Start, *Liking and Not Liking*, page 71 and *Choosing Food and Drink*, page 73.

Lesson 6: Abbreviations

Objectives: ▪To enable students to use and read abbreviations
▪To teach useful abbreviations

Visuals: None

Handout: U.S. map (refer to 1-8)
14-8 State Abbreviations
14-9 Abbreviations
14-10 Abbreviation Worksheet

Text: A New Start, page, 36

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Have the students use their U.S. maps to review the names of the states. Ask several volunteers to go to the chalkboard to write the state names. Encourage their classmates to assist the students in writing the names.	
2.	Ask... If students do not respond, use examples from their countries of origin...	"Is there an easier way to write the states?"

	PROCEDURE	DIALOG
		"District Federal, Mexico can be written D.F. Mexico."
	Have students recommend and write abbreviations for the state names that are written on the chalkboard.	
	After the recommendations are made, distribute the "State Abbreviations" handout. The students can use the handout to correct the abbreviations listed on the chalkboard.	
3.	Quiz the class by having a student become the "instructor" who randomly chooses a state and requests his or her classmate to respond with the correct abbreviation.	
	A variation would be to have a contest dividing the class in half to see which side remembers the most abbreviation.	

Follow-up

1. Explain that when a word is shortened, that word is called an abbreviation. Then present and practice the "Abbreviations" handout.
2. Review using A New Start, *Quantities*, page 36.
3. After ample review, have students work in pairs or small groups to complete the "Abbreviations Worksheet" handout; correct in class.

ORAL EXIT EXAM

COMMUNITY RESOURCES

1. What do you buy at the post office?
2. How do you address an envelope?
3. What do you do at the employment office?
4. What job would you like?
5. What do you do at the tourist information center?
6. Where would you like to go on a vacation?
7. Would you like to be a tourist?

CIVICS

1. What is your name?
2. How many people are in your family?
3. What is your job?
4. Can you name a step to becoming a citizen? What is it?

STRUCTURE

1. What food would you like to have now?
2. Would you like one of or none of these pencils?
3. What do these abbreviations mean?
    - pt.
    - qt.
    - gal.
    - doz.
    - lb.
    - oz.
    - ttl.
    - chg.
    - Dr.
    - D.D.S.
    - L.A.
    - L.A.M.C.

15

THANKSGIVING

WEEK/MODULE FIFTEEN

Lessons in this module:

GENERAL EDUCATION AND CIVICS

1 Thanksgiving

STRUCTURE

2 TELL, TALK
3 Why with DO

ORAL EXIT EXAM

Lesson 1: Thanksgiving

Objectives:
- To teach History and Civics through the study of national holidays.
- To enable students to gain an understanding of Thanksgiving through learning about:
  a) The Pilgrims
  b) The Massachusetts first settlement
  c) Their Friendship with the Indians
- To enable students to use the structure WHY with BE

Visuals: 15-1 The Pilgrims and Thanksgiving.
United States Map (refer to 1-8)

Handouts: Thanksgiving:
  15-2 Thanksgiving
  15-2 Posttest
15-3 A Thanksgiving Feast

Text: None

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1 to 2 hours

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Use "The Pilgrims and Thanksgiving" visual and the U.S. map to explain the significance of the holiday. Define the new vocabulary items...	"In 1620 the Pilgrims came to America. They settled in Massachusetts. This was America's first settlement (colony).

PROCEDURE	DIALOG
	The Pilgrims became friends with the Indians. In the Fall they gave thanks at a big dinner. This was the first Thanksgiving."
Assist the class in answering the question...	"Why is Thanksgiving important?"
2. Distribute the "Symbols and Holiday" handout. Present, practice and review the information; correct in class.	
Distribute the "Posttest" to work individually or in pairs; correct in class.	
3. Distribute "A Thanksgiving Feast" from Action English Pictures (Alemany Press, 1985). Present the vocabulary. Model the actions while the students listen and watch.	
When you feel that the students are ready to work independently, group them in threes or fours and ask each group to direct the action of the others.	

PROCEDURE **DIALOG**

The following sentences accompany the pictures:

1). Have a Thanksgiving dinner.

2). Set the table.

3). Take out the turkey.

4). Put the food on the table.

5). Call the family.

6). Sit down.

7). Say a prayer.

8). Carve the turkey.

9). Serve the turkey.

10). Pass the plate.

11). Eat the food.

12). I'm full.

Lesson 2: TELL, TALK

Objective: ■ To enable students to differentiate between TELL and TALK

Visuals: TELL and TALK:
15-4 Is the Man Talking?
15-4 Is the Baby Talking?
15-4 Is the Girl Talking?
15-4 Is He Talking?

Handout: 15-6 Tell Me/ Let's Talk

Text: None

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1/2 hour

Method of Instruction: Oral/Written

	PROCEDURE	**DIALOG**
1.	Present the four "TELL and TALK" visuals. Read the questions and assist the class in answering each item...	"1) Is the man talking? (No) Tell me what he's doing. 2) Is the baby talking? (No) Tell me what the baby is doing? 3) Is the girl talking? (No) Tell me what she's doing. 4) Is he talking? (No) Tell me what he's doing.

PROCEDURE	DIALOG
Write the vocabulary items on the chalkboard...	"Tell, talk"
Say the words, and have the class repeat...	"Tell, talk"
Explain and give examples for each word...	"TELL gives information as in, 'Tell me about yourself'.
	TALK is to say something (conversation) as in. 'We talked all morning. Let's talk about school'..."
2. Encourage students to talk about themselves...	"Carmen, tell me about yourself."
Expect...	"I am tall. I have brown hair I am a student. I am a mother..."
Write the responses on the chalkboard. Divide the class into small groups or pairs. Instruct one student to say to the other...	"Joe, tell me about yourself."
Use the chalkboard phrases to aid the student in his or her response...	"I'm a mother..."
Instruct the groups to come together, say...	"Let's talk about ourselves. Is Juan a mother or father? Are you short or tall..."
Continue until comprehension is ensured.	

Follow-up
Distribute the "Tell Me/Let's talk" handout. The students can discuss each picture as a class, then in small-groups or pairs.

Lesson 3: WHY with DO

Objectives:
- To enable students to use the structure WHY with DO
- Do teach Jazz Chants as an approach to language learning

Visuals: None

Handout: 15-6 Jazz Chant: Banker's Wife Blues

Text: None

Participation: Whole-group/Small-group

Approximate Time: 1/2 hour

Method of Instruction: Oral

	PROCEDURE	DIALOG
1.	Ask...	"Why do we study English?
	Assist students in answering...	"We study English because we want to know what people are saying - when we go shopping, when we go to a restaurant, to get a job..."
	Write on the chalkboard...	"Why do we study English?"
	Underline...	"Why do... "
	Then write the question and explain the structure...	"Why do you study English? Why does he study English? Why do we study English...?"

PROCEDURE	DIALOG
2. Distribute the Jazz Chant "Banker's Wife Blues". Note the differences between *Where, When* and *Why*. Explain the new vocabulary items, and model the chant. Divide the class into two equal groups and conduct as a two part dialogue.	

Follow-up

Provide a dictation exercise using the following sentences.

1). Why do you study English?
2). Why does he go to school?
3). Why do we eat?
4). Why do they work?

Afterward, the students can write their answers on the chalkboard and respond to the questions.

ORAL EXIT EXAM

GENERAL EDUCATION AND CIVICS

1. What is the fourth Thursday in November called?

2. Who began Thanksgiving?

3. Was the first Thanksgiving difficult?

4. Did the Indians help the Pilgrims with the land?

5. Do we still celebrate Thanksgiving? Why?

STRUCTURE

5. (Tell, Talk) me about yourself.

6. Let's (tell, talk) about ourselves.

7. Why do we study English?

8. Why do we celebrate Thanksgiving?

9. Why do we go to school?

10. Why (does, do) they go to work?

11. Why (does, do) we eat?

16
HOLIDAYS

WEEK/MODULE SIXTEEN

Lessons in this module:

	GENERAL EDUCATION AND CIVICS
1	Washington's Birthday and Independence Day
	STRUCTURE
2	SAY; SPEAK
3	WHY with BE
	ORAL EXIT EXAM

Lesson 1: Washington's Birthday and Independence Day

Objectives:
- To teach history and civics through the study of national holidays
- To enable students to gain an understanding of Washington's birthday and Independence Day through learning about the:
  - a) Significance of the first U.S. president
  - b) Founding father's contributions to history
  - c) Declaration of Independence
  - d) English colonies
  - e) Revolutionary War

Visual: George Washington (refer to 4-2)

Handouts: Thanksgiving/Independence Day:
16-1 D-F
16-1 G

Text: None

Participation: Whole-group/Pair/Individual

Approximate Time: 1 hour.

Method of Instruction: Oral/Written.

PROCEDURE	DIALOG
1. Display the picture of George Washington. Use pantomine, gestures, and chalkboard drawings, to explain...	"George Washington was born February 23, 1732. He died December 14, 1799. He was important because he was the first president of the United States. He is called The Father of Our

PROCEDURE	DIALOG
	Country. Washington helped America win the Revolutionary war. July 4 is American Independence Day. On July 4, 1776, people from the thirteen American colonies signed the Declaration of Independence from England. Washington led the fight for Independence."
Assist the class in answering the question...	"Why do we celebrate Independence Day?"

Follow-up
Present, practice and complete the "Thanksgiving/Independence Day" handouts. Complete individually or in pairs; correct in class.

Lesson 2: SAY; SPEAK

Objectives:
- To teach students how to use the vocabulary items SAY and SPEAK
- To enable students to differentiate between SAY and SPEAK
- To review the vocabulary items TELL and TALK

Visual: 16-2 The Teacher

Handouts:
16-3 Say
16-4 TELL, TALK, SAY, SPEAK

Text: None

Participation: Whole-group/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Display "The Teacher" visual, say...	"I need to speak to you about the teacher. What do you think she is saying?"
2.	Write the vocabulary items on the chalkboard...	"Say, speak"
	Say the words, and have the class repeat...	"Say, speak"
	Use pantomine, gesturing and chalkboard drawings to aid in explaining each word...	"We use *say* when we want to state something in words—Jose says, 'Hello.' We use *speak* to express

PROCEDURE	DIALOG
	(show) what we are thinking—'I need to speak to you about being late to class.'"
2. Distribute the "Say" handout. Have students look at the picture series, and assist them in guessing the conversations.	
For conversation #1...	"-Do you have a quarter? -Let me look. -No, I don't."
For conversation #2...	"-I would like a cup of coffee. -Yes, sir. -That's good coffee!"
Write the dialog on the chalkboard. The students can volunteer to read their responses out loud.	

Follow-up

Use the "TELL, TALK, SAY and SPEAK"* handout for review; correct in class.

---

*• TELL gives information—Tell me about school.
• TALK is used to say something back and forth—We talked about school.
• SAY is used to express thoughts in words—Jose said, "I like school."
• SPEAK is also used to express a thought—Juan is speaking about school.

Lesson 3: WHY with BE

Objective: ▪To enable students to use the structure WHY with BE

Visuals: None

Handout: 16-5 WHY with BE

Text: None

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Written

	PROCEDURE	DIALOG
1.	Review...	"We learned that WHY is used with DO, as in: 'Why do we study English?' 'Why do we celebrate Independence Day?'"
	Say...	"Today we are going to use WHY with IS and ARE.
2.	Arrange the desks in a semi-circle. Instruct two students to move their desks close to one another, then say...	"Raymond, please move your desk away from Marias'."
	Ask...	"Why is Raymond moving his desk?"
	Assist the class in responding...	"Because his desk is too close to Maria's desk."

	PROCEDURE	DIALOG
	Move your chair so that you are directly in front of another student. Then instruct the student to move, ask...	"Why is Sylvia moving?"
	The class should respond...	"Because Sylvia's chair is too close to the teachers'."
3.	Select a volunteer to stand in front of the class. Ask two students to stand in front of the first volunteer. Direct the two volunteers to move, ask...	"Why are Jose and Eduardo moving?"
	Assist the class in responding...	"Because they are in front of Maria."
4.	Write examples of the structure WHY with BE...	"Why is Maria moving her chair? Why are Jose and Eduardo going to school...?"

Follow-up

Distribute the "WHY with BE" handout. Students can answer the questions as a class,then in pairs or small groups. Each pair or group can presents their answers to the class.

ORAL EXIT EXAM

GENERAL EDUCATION AND CIVICS

1. (England, America) won the Revolutionary War.
2. Is the fifth of July American Independence Day?
3. Did people from the thirteen American colonies sign the Declaration of Independence?
4. Who was the first president of the United States?
5. Why is George Washington called The Father of Our Country?

STRUCTURE

1. Use SAY in a sentence.
2. Use SPEAK in a sentence.
3. Use TELL in a sentence.
4. Use TALK in a sentence.
5. Ask a WHY question.

17
LINCOLN/KING

WEEK/MODULE SEVENTEEN

Lessons in this module:

GENERAL EDUCATION AND CIVICS

1 Lincoln and King

STRUCTURE

2 Review of weeks 1-8

Lesson 1: Lincoln and King

Objectives: ▪To teach history and civics through the study of national holidays.
▪To enable students to gain an understanding of Lincoln and King's birthdays through learning about the:
a) Civil War.
b) Significance of the Emancipation and the first black leader

Visual: Abraham Lincoln (refer to 4-2)
17-1 Martin Luther King, Jr.

Handout: 17-2 Lincoln Matching
17-3 King
17-4 King and the Presidents
17-5 Posttest

Text: None

Participation: Whole-group/Small-group/Pair

Approximate Time: 1 hour

Method of Instruction: Oral/Written.

PROCEDURE	DIALOG
1. Display the picture of Lincoln, and present all or part of the following dialog, depending upon the language level of your group. As you explain the information, define any unfamiliar vocabulary items and use simple chalkboard	

PROCEDURE	DIALOG
drawings...	"Abraham Lincoln was the 16th President of the United States. This is his story: Lincoln's family was poor. His father had a farm. Abraham worked on the farm. He didn't go to school. He learned to read and write at home, and walked many miles to the library to get books. He read and studied until he became a lawyer. Then in 1861 he became President of the United States. He was President during the Civil War. It was a war mostly about slavery. The North had one army and the South had a different army. It was a very bloody war. The North won the war in 1865. Lincoln freed the slaves. The Northern states and Southern states became united again. Then on April 15, a man named John Wilkes Booth assassinated Abraham Lincoln."
List these items...	"on a farm; poor; freed the slaves; at home; 1861; The North."
Then explain that you are going to say some sentences. The class must fill in the sentences with the words you have written on the chalkboard...	

PROCEDURE	DIALOG
	"1. Abraham Lincoln's family was ____. 2. Lincoln learned to read and write ____. 3. He lived ____. 4. Lincoln become President in ____. 5. ____ won the Civil War. 6. The important thing Lincoln did after the Civil War was____.
Distribute the "Lincoln Matching" handout. Present, practice and complete the information.	
2. To introduce King, display the "Martin Luther King, Jr." visual. Explain any unfamiliar vocabulary items while you discuss the information...	"Martin Luther King, Jr. was a famous civil rights leader. He believed in integration and and wanted to help Afro-Americans.
Distribute "King" and "King and the Presidents" handouts. Present, practice and complete the information; correct in class.	

Follow-up

Distribute the "Posttest" handout. Students can work independently, in pairs or small groups; correct in class.

Lesson 2: Review of Weeks One through Eight

Objective: ▪To review structure from weeks one through eight.

WEEK ONE

Forms of TO BE:

I am here.
You are here.
He/she/is here.
We/they are here.

Contraction I'm

I'm here = I am here

Nationality words

I'm from Mexico. I am Mexican

Subject pronouns: HE, WE, THEY

He is from ___________.
We are from ___________.
They are form _________.

WEEK TWO

Question words with BE: IS HE/ARE THEY?

Is he from ___________?
Are we from ___________?
Are they from _________?

Demonstrative: THIS/THAT

Is this a chair?
Is that a door?

Question words: WHEN? WHAT?

When do we go home?
What time is it?

Cardinal and Ordinal Numbers.

Cardinal; 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Ordinal: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th

WEEK THREE

Demonstrative: THIS/THAT, THESE/THOSE
This is a pen.
That is a pencil.
These are pens.
Those are pencils.

Question words: WHERE? WHERE IS?
Where do we find the sink?
Where is the kitchen?

Prepositions: AT
He is at the house.
She is at the door.
We are at home.

Present tense of TO BE
I am at work.
He/She is home today.
We/You are at school.
They are at the post office.

Comparisons: MORE... THAN, THAN, ER
Antonio has five books and Jose has three. Antonio has more books than Jose.
Judy is 5 feet tall. Antonio is 6 feet 2 inches. Judy is shorter than Antonio.

WEEK FOUR

Past Tense of to BE
I/He/She was here yesterday.
You/We/They were here yesterday.

BELONGS TO
That money belongs to me.

MY/MINE
It is my money.
It's mine.

THAT IS MINE

That money is mine. That's mine.

THAT IS MY

That's my money.

WEEK FIVE

Use of DID: DID YOU/DID HE/DID THEY?

Did you go to the bank?
Did he go to the bank?
Did they go to the bank?

Stative verb: I WANT...

I/You/We/They want to go to the bank.
He/She wants to go to the bank.

Polite requests. WOULD, WILL, COULD.

Would you like to go to the bank with me?
Will you go to the bank with me?
Could you go to the bank with me?

WEEK SIX

HOW MUCH? WHERE?

How much is that shirt?
Where did you buy it?

COUNT and NON-COUNT NOUNS

Count: I want one dozen eggs.
Non count: I want two glasses of milk.
I want some milk.

DO YOU HAVE?

Do you have eggs?
Do you have milk?

Indefinite Articles: AN/A

I want an egg.
I want a glass of milk.

I AM GOING TO...

I am going to the store.

WEEK SEVEN

Present tense negative statements

I am not a teacher.

Prepositions: BEFORE, AFTER

Before Jose went to school. He spoke very little English.

After Jose went to school. He became a teacher.

Irregular past tense: WOULD LIKE

Who would like to be a teacher?

I would like to be a teacher.

WEEK EIGHT

Possessive Pronouns/Adjectives

Pronouns: This is my raincoat. This is mine.
This is your pen. This is yours.
Is this his pen? Is it his?

Adjectives: This is my raincoat.
This is your pen.
Is this his pen?

18
MORE HOLIDAYS

WEEK/MODULE EIGHTEEN

Lessons in this module:

	GENERAL EDUCATION AND CIVICS
1	Memorial Day and Veterans Day
	STRUCTURE
2	Review of weeks 9-16

Lesson 1: Memorial Day and Veterans Day

Objectives:
- To teach history and civics through the study of national holidays
- To enable students to gain an understanding of Memorial Day, Veterans Day and other patriotic holidays

Visuals: None

Handouts:
18-1 Symbols and Holidays
18-2 Posttest
The Founding of the Nation (refer to 12-4)
The Constitution and the Colonies (refer to 12-4)
Some Historical Facts (refer to 14-5)

Text: None

Participation: Whole-group/Small-group/Pair/Individual

Approximate Time: 1 hour

Method of Instruction: Oral/Written.

PROCEDURE

---

1. Practice and review the information from the "Symbols and Holidays" handout:

   Introduce the patriotic holidays, including Memorial Day, Veterans Day, Labor Day and Columbus Day.

   Distribute the "Posttest" to work individually or in pairs; correct in class.

PROCEDURE

2. Distribute "The Founding of the Nation". "The Constitution and the Colonies" and "Some Historical Facts".

   Review the questions; then divide the class in half. Inform the students that they will be competing to see which group can answer the most questions.

   Ask the questions while a volunteer keeps score on the chalkboard. The student answering the question may ask his or her teammates for assistance.

Lesson 2: Review of Weeks Nine through Sixteen

Objective: To review structure from Weeks/Modules Nine through Sixteen

WEEK/MODULE NINE

VERY, TOO, ENOUGH
He is very wet
He is talking too loud
I have enough books

Question word: HOW...?
HOW DOES SHE/HE/THEY...?
How old are you?
How does she/he/they feel?

WEEK/MODULE TEN

BEFORE/UNTIL/AFTER
Before I went to the doctor, I was sick
Until I took the medicine I was still sick
After I took the medicine, I felt better.

HAVE TO...
I have to take the medicine

OUGHT TO... SHOULD
I ought to stay in bed.
I should stay home.

WEEK/MODULE ELEVEN

Idioms: GO
Let's go for a ride.
A dollar doesn't go very for today
You've gone too far

Prepositions: ON, IN, BY
Maria went on the bus

She went in her house.
The bus went by her house

WEEK/MODULE TWELVE

Negative Imperative DON'T
Don't ride your car in the bicycle lane.

Question word: WHERE?
Where do you cross the street?

Expletives: There is/are
There is a car on the street.
There are some cars on the street.

WEEK/MODULE THIRTEEN

Request/Comparatives
Stand next to me.
I am short.
I am shorter than Maria.
Maria is taller than I.

Preposition with Time Structure
It's twenty minutes to nine.
What time is it on your watch?
It's twenty minutes after nine in the morning.

WOULD LIKE
I would like to speak to __________________.

WEEK/MODULE FOURTEEN

WOULD LIKE
I would like some stamps, please

Abbreviations
pt., qt., gal., doz., lb., oz., tll., chg., Dr.,

D.D.S., L.A., U.S., L.A.M.C.

ONE OF/NONE OF

Would you like some peppermint sticks?
Yes, one of those.
Would you like some spinach?
No, none of that.

WEEK/FIFTEEN FIFTEEN

TELL, TALK

Tell me about Tom.
We talked all morning.

WHY with DO

Why does he spend all day at school?
Why do we celebrate Thanksgiving?

WHY with BE

Why is Thanksgiving important?

WEEK/MODULE SIXTEEN

SAY, SPEAK

I said, "Hello."
I need to speak to you about being late to class.

WHY with DO

Why do we celebrate Washington's birthday?

WHY with BE

Why is Independence Day important?

LESSON INDEX

Lesson titles are listed alphabetically according to Civics, General Information and Structure.

CIVICS

Citizenship Requirements, 295, 263
Citizenship Requirements, Interview and Test, 275
Country of Origin and Nationality Words, 18
Executive Branch, 181
Filling out Government Forms, 23
George Washington and the Colonial Period, 107
Immigration and Naturalization, 72
Important U.S. Figures on Money, 87
Interrelations of the Executive, Judicial and Legislative Branches, 246
Introduction of the Constitution, 137
Legislative Branch, 227
Map: Country, State and City, 21
The Declaration of Independence, 134
The Flag, 47
The Judicial System, 200
Thomas Jefferson and the Contitution, 166
U.S. and Foreign Leaders, 89

GENERAL TOPICS

COMMUNITY RESOURCES
The Employment Office, 291
The Post Office, 288
Turist Information Centers, 293

CONSUMER EDUCATION
Banking-Savings Account, 102
Banking-Checking Account, 104
Returns, Exchanges and Complaints, 132
Sales, Cash, and Credit, 106
Shopping at a Department Store, 124
Shopping for Clothing, 121
Shopping for Food, 127
Units of Money, 85

GENERAL EDUCATION AND CIVICS
Lincoln and King, 321
Memorial Day and Veterans Day, 329
Thnksgiving, 303
Washington's Birthday and Independence Day, 313

GENERAL INFORMATION
Alphabet, 31
Colors, 38
Days of the Week and Months, 41
Numbers, 34
Weather and Temperature, 44

HEALTH
Appointments, 214
Basic Hygiene, 178
Body Parts, 174
General First Aid and Emergency Procedures, 196
Immunization, 217
Insurance,220
Medicare/Medi-Cal, 222
Medicine Labels, 194
Medicine Specialists, 211
Nutrition, 224
Prescriptions Versus Non-Prescription Drugs, 207
Symptoms and Illnesses, 190

HOUSING
Classified Ads for Housing, 66
Household Appliances, 62
Household Repairs, 69

Renting and Owning, 64
Rooms in the House, 59

HUMAN RELATIONS
Basic Emotions and Physical Descriptions, 13
Compliments, Congratulations, Thanking, 11
Family Relationships, 5
Introductions, 2
Personal Information, 9

OCCUPATIONS
Job Resources, the Application and Interview, 156
Occupations, 151
Payroll checks; Dealing with Employers, 161
Social Security, 164
Time Cards, 159

THE TELEPHONE
The Telephone, Directory, Information, and Long Distance, 272

TRANSPORTATION
Directions, 254
Drivers License, 241
Insurance, 242
Private Transportation, 239
Public Transportation, 235
Safety, 244
Traffic/Parking,258

STRUCTURE

Abbreviations, 299
BEFORE/UNTIL/AFTER, 229
Comparatives, 80
Count and Non-Count Nouns, 141
Demonstratives, 51, 75
DO YOU HAVE?, 144
Expletives: THERE IS/ARE, 267
Forms of TO BE, 25
HAVE TO...; OUGHT TO...; SHOULD, 231
Idioms: GO, 248
Indefinite Articles: AN/A, 146
Negative Imperative: DON'T: Question word: WHERE?, 265
Polite Requests, 117
Possessives, 96
Possessive Pronouns/Adjectives
Prepositions, 77, 250
Prepositions with Time Structure, 282
Present Tense Negative Statements, 168
Question Words: WHEN? WHAT?, 55
Question Words with BE:IS HE/ARE THEY?, 49
Requests/Comparatives, 277
SAY; SPEAK, 315
Stative Verbs, 114
Subject Pronouns: HE, WE, THEY, 27
TELL, TALK, 306
The Simple Past Tense, 91
Use of DID, 112
VERY, TOO, ENOUGH, 202
WHY with BE, 317
Why with DO, 309
WOULD LIKE, 284
WOULD LIKE; ONE OF/NONE OF, 297

SUBJECT INDEX

A

Abbreviations 287, 299-301, 232
Ads 63, 66-67, 73, 85, 129-131
Alphabet 30-33, 57

B

Banking
  savings account 101-102
  checking account 101, 104
Basic emotions 1, 13, 17
BELONGS TO 96, 98-99, 325
BEFORE/UNTIL/AFTER 206, 229-230, 233, 331
Body parts 173-174, 177, 187, 207

C

Cardinal and ordinal numbers 34, 324
Cash 101, 106
Citizenship requirements 253, 263-264, 271, 275, 287, 289
  test 264
Colors 30, 38-40, 77
Comparatives 58, 80, 82, 271, 282-283, 332
Comparisons 80, 325
Complaints 120, 132
Compliments, congratulations, thanking 1-2
Contraction I'M 324
Country 1-2, 18-22, 74, 88, 90, 111
Count and non-count nouns 120, 141
Constitution 166, 263, 264
  introduction 120, 137-140
Credit 101, 106

D

Days 30, 41-43, 57
Dealing with employers 150
Declaration of Independence 120, 134-135, 148, 166, 172
Demonstratives 30, 51, 54, 58, 75, 324-325
DO YOU HAVE? 120, 144
Directions 253-257
Driver license 9, 234, 241

E

Emergency procedures 189, 196
Emotions 1, 13, 17
Employment office 287, 291, 292, 301
Executive branch 173, 181, 184, 200
Exchanges 120, 132
Expletives: THERE IS/ARE 253, 267, 332

F

Family 1, 4, 5, 6, 8, 24-26, 95, 96, 99
First aid 196-199
Flag 30, 47, 119, 134, 136-137, 148

G

Government 1, 23, 74
Grocery items

H

HAVE TO...; OUGHT TO...; SHOULD 206, 231-233, 331
House 58-59, 61-70, 75-77, 79, 80
Hygiene 173, 178, 180

I

Idioms: GO 234, 331
Immigration and naturalization 58, 72
Immunization 206, 217-219
Indefinite articles: A/AN 120, 146
Independence Day 310, 312-313
Insurance 206, 217-219, 234, 242-243, 252
Interrelations of the branches 234, 246
Introduction 1-2

J

Jefferson, Thomas 172
  and the Constitution 150, 166-167
Job resources 150-151, 155
Judicial 179, 180, 189, 200-201
  branch 179, 180
  system 189, 200-201

K

King Jr., Martin Luther 321

L

Legislative branch 206, 22-228, 233
Lincoln, Abraham 321-323

M

Map 1, 18, 21-22, 29, 33, 66, 72, 73, 89, 90, 109-111, 134, 137, 161, 166-167, 314, 315
Medi-Cal vs. Medicare 206, 222
Medicine 189, 194-195, 206, 211,
  specialists 206, 211
  labels 189, 194-195
Memorial Day 329
Money 84-88, 100, 102-103, 132-133, 148, 162, 183
Months 30, 41, 42, 57

MY/MINE 96-97, 99, 325

N

Nationality words 18, 19, 324
Negative imperative: DON'T 265, 332
Numbers 30, 34-37, 44, 81
Nutrition 206, 224

O

Occupations 150-155, 168-169
ONE OF/NONE OF 287, 297-298, 301, 333

P

Past tense 84, 91, 93-94, 325
Payroll checks 150, 161
Personal information 1, 9, 10, 23
Physical descriptions 1, 13, 15-16
Polite requests 101, 117
Possessives 84, 96
  pronouns/adjectives 173, 185
post office 287-290, 301
Prepositions 58, 77, 109-110, 229, 234, 248-251 325
  ON, IN, BY 331
  with time structure 271, 282, 283, 332
Prescription and non-prescription drugs 206-207
Present tense negative statements 150, 168

Q

Question words 30, 40, 49, 59, 77, 331
  WHEN, WHAT 55-56, 324
  With BE 30, 49, 91, 93, 324
  WHERE 253, 265, 325, 332

R

Renting 58, 62, 69-70, 75-76, 80-81
Requests 271, 277, 332
Returns, exchanges and complaints 120, 132
Rooms 58-63, 65, 67-69, 77, 79, 83, 138
Rooms in my house

S

Sad 10
Safety 234, 244-245
Sales, cash, and credit 101, 106
Say; speak 310, 315, 333
Shopping 120, 123-124, 127
  clothing 120-121, 123
  department store 120, 124
  food 120, 127
SHOULD
Simple past
Signs
Social Security 150, 162, 164-165, 171
Stative verbs 101, 114
Subject pronouns 1, 27-28, 77, 324
Symptoms and illnesses 189-190

T

Telephone 271-273, 284, 286
Temperature 30, 44-46, 57
Tell and talk 302, 306-307, 315-316, 333
Thanksgiving 302-305, 311
Time card 150, 159, 161
TO BE 1, 25-26, 324-325
Tourist information centers 287, 293-294, 301
Traffic/parking 253, 258-261
Transportation 261, 265, 270

- public 234-235, 238
- private 234, 239

U

United States map

V

VERY, TOO, ENOUGH 189, 202-203, 331
Veteran's Day 329

W

Washington, George 101, 109-111, 134, 135-136, 310, 312-313
- Birthday and 310, 312-313
- Colonial Period 101, 109, 111, 134, 135-136

Weather 30, 44-46
WHY 302-304, 309-310, 333
- with BE 303-304, 310, 333
- with DO 302, 309, 333

WOULD LIKE 271, 284-285, 232
- ONE OF/NONE OF 287, 297-298